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ABSTRACT

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of business and financial management. The purpose of the module is to help administrators identify traditional and alternative funding opportunities for vocational education, learn the administrator's roles in the politics of vocational education resource development, and develop a resource development plan. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes five sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also provides an assessment form for administrator performance evaluation by a resource person. (YLB)

ED226251

Identify Financial Resources for Vocational Education

MODULE
LT-H-2

Module LT-H-2 of Category H —
Business and Financial Management

COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MODULE SERIES

Consortium for the Development of
Professional Materials for Vocational Education

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The National Center for Research in Vocational Education
The Ohio State University

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The work presented herein was performed by the National Center for Research in Vocational Education on behalf of the Consortium for the Development of Professional Materials for Vocational Education. Sponsors and members of the Consortium for 1979-1980 included the following states and/or cooperating agencies: the Florida Department of Education, Division of Vocational Education, and Florida International University, Division of Vocational Education; the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, and Southern Illinois University at Carbondale; the New York State Education Department, Office of Occupational and Continuing Education; the North Carolina Department of Public Instruction, Division of Vocational Education; the Ohio State Department of Education, Division of Vocational Education; and the Pennsylvania Department of Education, Bureau of Vocational Education, and Temple University, Department of Vocational Education. The opinions expressed herein do not, however, necessarily reflect the position or policy of any of the sponsors, and no official endorsement by them should be inferred.

FOREWORD

The need for competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of vocational administrators at both the secondary and postsecondary levels. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials specifically designed for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of part C--Research of the Vocational Education Amendments of 1968, funded the National Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education" during the period 1975-77. That project had two major objectives:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
2. To develop and field test a series of prototypic competency-based instructional packages and a user's guide. One hundred sixty-six (166) high priority competencies were identified and six prototypic modules and a user's guide were developed, field tested, and revised.

Although six modules had been developed, many more were needed to have competency-based materials that would address all the important competencies that had been identified and verified. In September 1978 several states joined with the National Center for Research in Vocational Education to form the Consortium for the Development of Professional Materials for Vocational Education. Those states were Illinois, Ohio, North Carolina, New York, and Pennsylvania. The first five states were joined by Florida and Texas later in the first year. The first objective of the Consortium was to develop and field test additional competency-based administrator modules of which this is one.

Several persons contributed to the successful development and field testing of this module on identifying financial resources for vocational education. Nancy F. Puleo, Program Assistant, assumed the major responsibility for reviewing the literature and for preparing the actual manuscript. Recognition also goes to the two consultants who helped conceptualize the module and prepared draft materials for the manuscript: Howard Friedman, Project Director, Innovative Occupational Skills Program, New York City Public Schools, New York, New York; and Nila Hibdon, Dean of Vocational-Technical Education, State Fair Community College, Sedalia, Missouri.

Acknowledgement is given to the official reviewers who provided critiques of the module and suggestions for its improvement: Leonard D. Kingsley, Superintendent, Penta County Vocational Schools, Toledo, Ohio; and E. Michael Latta, Executive Director, North Carolina Advisory Council on Vocational Education, Raleigh, North Carolina.

Credit goes to Nancy F. Puleo, Program Assistant, and Lois G. Harrington, Program Associate, who helped to refine the module for publication after field testing; and to Robert E. Norton, Consortium Program Director, for providing program leadership and content reviews. Thanks go to Ferman B. Moody, Associate Director for Personnel Development, for his administrative assistance.

Appreciation is also extended to Calvin Cotrell, James Haire, George Kosbab, Helen Lipscomb, Aaron J. Miller, Dominic Mohamed, Robert Mullen, James Parker, Dale Post, Wayne Ramp, and Kenneth Swatt for their service as state representatives, state department contacts, and field-test coordinators; and to the other teacher educators and local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement. Last, but certainly not least, thanks and credit are due Deborah Linehan, Consortium Program Secretary, for her patience and expert skill in processing the many words necessary to make this module a quality document.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

The process of locating money to support vocational education is as varied as the 50 states and 6 U.S. territories and the delivery systems within each of them. The revenue available to you as a local administrator is a function of many variables, including the history of your own state's and district's interest in vocational education, the wealth of taxable resources in your area, federal/state project funds, and your own ability to influence political processes. Where similarities in the funding picture exist--in, for example, Maine, Florida, Idaho, or Missouri--they are largely attributable to the universal "strings" attached to state aid flowing from the federal government. Local administrators everywhere must demonstrate compliance with federal statutes attached to legislated program funding. If the federal funding emphasis shifts from categorical awards, which address national concerns such as equity and employment, to block awards to the states, we may expect even more diversity among state vocational education programs as problem areas receive attention from a local perspective.

Contributing to the complexity--and also the richness--of the funding pot are the many private sources such as foundations, local and national companies, unions, clubs, and other organizations, which have responded positively in the past to individual program funding proposals. This resource becomes even more important as school tax levies go down in defeat, and a conservative trend, stressing local rather than federal support of education, develops in the country.

Finding sustained funding is a common concern of all program administrators in vocational education, regardless of their experience. Chances are, if you have run a program or institution, you are probably familiar with traditional program funding sources and processes in your state. Your fund-raising activities might have primarily involved applying for program funds and preparing your local plan and budget for state approval. Although these activities have resulted in adequate funding in the past, you may be concerned with finding additional money to supplement or expand your programs.

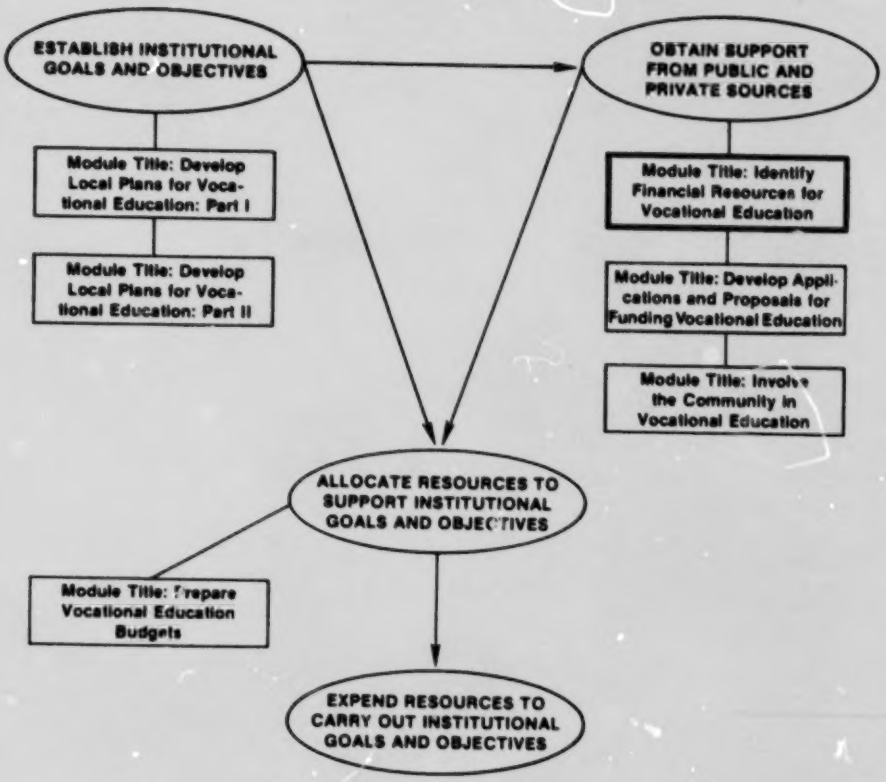
At the same time, if you are new to vocational education administration, there is a lot to learn about local taxation practices, government allocation formulas, and what alternate funding opportunities exist.

This module is designed to help you identify funding opportunities regardless of your administrative experience, your particular role, or the level of your institution. By reading the materials presented here and by completing the various activities, you will gain skill in finding answers to the following questions:

- What funding mechanisms for your program are already in place? If they aren't adequate, why aren't they?
- Beyond existing mechanisms (given that they are working to their maximum), where can you look for funds? What limits you?

- How can the politics of resource development (1) make existing mechanisms work better for you and (2) help you secure supplemental funds?

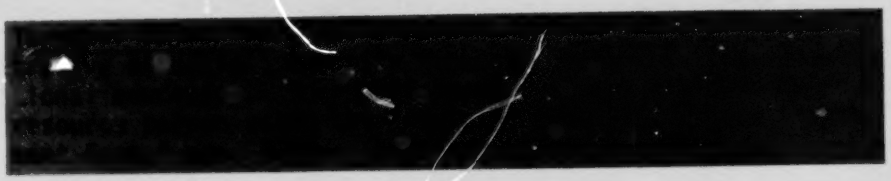
Five other modules in this series complement this module (see graphic that follows). The module Develop Local Plans for Vocational Education: Part I deals with generating alternative plans and state and federal legal requirements affecting fund allocation and generation. Part II helps administrators determine what resources they will need. Prepare Vocational Education Budgets underscores the close relationship between budgeting and planning. Involve the Community in Vocational Education offers guidelines in soliciting community participation in support of your programs. Finally, Develop Applications and Proposals for Funding Vocational Education is a technical aid to the processes involved in applying for program funding and in writing proposals to fund new projects or improve existing programs.


ESTABLISH INSTITUTIONAL GOALS AND OBJECTIVES
OBTAIN SUPPORT FROM PUBLIC AND PRIVATE SOURCES
Module Title: Develop Local Plans for Vocational Education: Part I
Module Title: Develop Local Plans for Vocational Education: Part II
Module Title: Identify Financial Resources for Vocational Education
Module Title: Develop Applications and Proposals for Funding Vocational Education
Module Title: Involve the Community in Vocational Education
ALLOCATE RESOURCES TO SUPPORT INSTITUTIONAL GOALS AND OBJECTIVES
Module Title: Prepare Vocational Education Budgets
EXPEND RESOURCES TO CARRY OUT INSTITUTIONAL GOALS AND OBJECTIVES

Module Structure and Use

This module contains an introduction and five sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves.

Objectives



Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of traditional funding sources for vocational education. (Learning Experience I)
2. After completing the required reading, demonstrate knowledge of alternative funding sources for vocational education. (Learning Experience II)
3. After completing the required reading, demonstrate knowledge of the administrator's role in the politics of vocational education resource development. (Learning Experience III)
4. Given an actual secondary/postsecondary situation, develop a resource development plan to influence traditional funding mechanisms and to identify alternative ones. (Learning Experience IV)

Prerequisites

There are no prerequisites for this module. However, since identifying funds is so closely related to proposal writing and use of community resources, you may wish to complete the following modules concurrently with this one:

- Develop Applications and Proposals for Funding Vocational Education
- Involve the Community in Vocational Education

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in

setting up activities with peers or observations of skilled administrators.

Learning Experience I

Optional

- REFERENCE: Campbell, Roald F.; Cunningham, Luvern L.; Usdam, Michael D.; and Nystrand, Raphael O. The Organization and Control of American Schools. Fourth Edition. Columbus, OH: Charles E Merrill Publishing Company, 1980.
- REFERENCE: Valente, William D. Law in the Schools. Columbus, OH: Charles E. Merrill Publishing Company, 1980.
- THE EDUCATION AMENDMENTS OF 1976 (to the Vocational Education Act of 1963), which you can review.
- EDUCATION STATUTES PERTAINING TO SCHOOL FUNDING AND/OR VOCATIONAL EDUCATION IN YOUR STATE, which you can review.
- YOUR STATE'S CURRENT STATE PLAN FOR VOCATIONAL EDUCATION, which you can review.

Learning Experience II

Optional

- AN EXPERIENCED ADMINISTRATOR whom you can interview concerning his/her success in locating alternative funds for vocational education.

Learning Experience III

Optional

- REFERENCE: Bottoms, G.; Griffin, D.; Kroll, J. D.; and Phillips, L. American Vocational Association Legislative Kit. Washington, DC: American Vocational Association, 1978.
- REFERENCE: Heddesheimer, J., and Erpenback, W. J. Government Liaison Worker Handbook. Second Edition. Washington, DC: American Personnel and Guidance Association, in press.
- AN EXPERIENCED ADMINISTRATOR with whom you can discuss the difficulties and strategies involved in executing successful bond issues and tax levies.

Learning Experience IV

Required

- AN EXPERIENCED ADMINISTRATOR whom you can interview concerning the funding dynamics at his/her secondary or postsecondary institution. If an experienced administrator is unavailable, an alternative activity has been provided.
- A RESOURCE PERSON to evaluate your competency in developing a resource development plan to influence traditional funding mechanisms and to identify alternative ones.
- FUNDING DOCUMENTS (e.g., accountability, program evaluation, budget, and planning documents) that you can review. (Required only if you select this alternate activity.)

Learning Experience V

Required

- AN ACTUAL ADMINISTRATIVE SITUATION in which, as part of your duties, you can identify financial resources for vocational education.
- A RESOURCE PERSON to assess your competency in identifying financial resources for vocational education.

Selected Terms

Administrator--refers to a member of the secondary or postsecondary administrative team. This generic term, except where otherwise specified, refers to the community college president, vice-president, dean, or director; or to the secondary school principal, director, or superintendent.

Board--refers to the secondary or postsecondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Institution--refers to a secondary or postsecondary educational agency. Except where otherwise specified, this generic term is used to refer synonymously to secondary schools, secondary vocational schools, area vocational schools, community colleges, postsecondary vocational and technical schools, and trade schools.

Resource Person--refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

Teacher/Instructor--these terms are used interchangeably to refer to the person who is teaching or instructing students in a secondary or postsecondary educational institution.

User's Guide

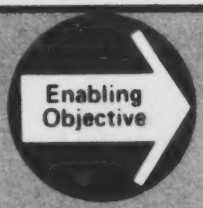
For information that is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document:

> Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

This module addresses task statement number 161 from Robert E. Norton et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document, which were verified as important, form the research base for the National Center's competency-based administrator module development.

Learning Experience I

OVERVIEW



After completing the required reading, demonstrate knowledge of traditional funding sources for vocational education.

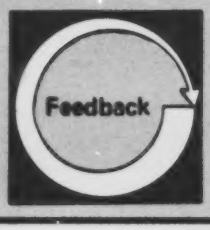
You will be reading the information sheet, "Public Funding Mechanisms for Vocational Education Programs," pp. 9-26.

You may wish to read one or both of the following supplementary references: Campbell, Cunningham, Usdam, and Nystrand, The Organization and Control of American Schools; and/or Valente, Law in the Schools.

You may wish to clarify your understanding of traditional vocational education funding by reviewing one or more of the following documents: 1976 Amendments to the Vocational Education Act of 1963, education statutes pertaining to public school funding and/or vocational education in your state, and your state's current state plan for vocational education.

continued

You will be demonstrating knowledge of traditional funding sources for vocational education by completing the "Self-Check," pp. 29-30.



You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 31-32.

Activity

For information on traditional federal, state, and local funding sources and processes for vocational education, read the following information sheet.

PUBLIC FUNDING MECHANISMS FOR VOCATIONAL EDUCATION PROGRAMS

Most vocational education programs receive at least some public support and are offered within the public school and college framework of the individual states. Where public education programs in general receive healthy support, vocational education also prospers. Learning where to find funds for your programs begins, then, with a comprehension of the public education funding processes that are in place in your state and how they shape the administration of your institution.

Public education--including vocational education--is financed by a combination of state support, local school district taxes, and federal aid (see sample 1 for a list of expenditures by source in 1978). However, it is the state that provides the basic legal guidelines for the raising and allocation of education funds.

The State Role in Educational Funding

The authority for all public education operation and funding rests in the individual state legislatures or statutes.[1] State laws governing financing procedures and methods are usually crucial to the authority of institutions to collect and dispense funds. Because the pertinent statutes and constitutions of each state vary considerably, you need to check financing questions against the written laws of your own state. The power of your state legislature in influencing financing is further underscored by the rising cost of education, which commands a major portion of state government budgets. In other words, as educational financing becomes more expensive--and local districts less willing to bear their traditional cost burden--state revenues for education (usually income and sales taxes, excise taxes, or taxes on certain products such as cigarettes, gasoline, and liquor) are increasingly vulnerable to pressures from political interests besides education.

The authority of the state legislature is such that it may relieve local districts of financial responsibility and may even require that taxes raised by one district be transferred to another to equalize educational resources. The fiscal powers of local districts therefore remain subject to the control

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1. Some of the ideas and information in this section on the state role in educational funding are drawn from William D. Valente, Law in the Schools (Columbus, OH: Charles E. Merrill Publishing Company, 1980), pp. 403-407.

SAMPLE 1

EXPENDITURES OF FEDERAL, STATE, AND LOCAL FUNDS FOR VOCATIONAL EDUCATION, BY STATE: FISCAL YEAR 1978

(In thousands of dollars)

State or other area	Expenditures by source		
	Total	Federal	State and local
1	2	3	4
United States and outlying areas	$5,575,770	$495,498	[illegible]
Alabama	66,942	13,143	62,799
Alaska	7,081	744	6,[illegible]
Arizona	30,795	6,796	25,[illegible]
Arkansas	35,790	6,483	30,347
California	466,549	32,946	463,573
Colorado	66,576	7,216	79,360
Connecticut	46,890	6,961	42,729
Delaware	12,972	1,513	11,460
District of Columbia	6,547	2,057	4,[illegible]
Florida	340,594	16,[illegible]	332,863
Georgia	70,421	12,743	86,677
Hawaii	[illegible],866	2,328	11,588
Idaho	[illegible],971	2,695	14,236
Illinois	375,710	23,661	352,[illegible]
Indiana	72,277	14,112	90,166
Iowa	66,764	7,776	86,[illegible]
Kansas	30,[illegible]	4,475	26,134
Kentucky	62,410	9,465	52,[illegible]
Louisiana	63,722	12,[illegible]	61,633
Maine	23,[illegible]	3,[illegible]	20,342
Maryland	184,256	10,[illegible]	143,927
Massachusetts	210,[illegible]	5,[illegible]	[illegible],572
Michigan	229,[illegible]	17,[illegible]	211,195
Minnesota	115,[illegible]	13,447	[illegible],470
Mississippi	46,[illegible]	9,727	36,841
Missouri	[illegible],[illegible]	13,[illegible]	73,320
Montana	[illegible],[illegible]	2,340	10,699
Nebraska	[illegible],710	3,[illegible]	19,[illegible]
Nevada	11,[illegible]	[illegible]	11,[illegible]
New Hampshire	11,[illegible]	1,[illegible]	11,[illegible]
New Jersey	171,[illegible]	15,195	186,814
New Mexico	23,[illegible]	2,[illegible]	21,[illegible]
New York	[illegible],[illegible]	37,947	813,[illegible]
North Carolina	177,[illegible]	19,[illegible]	158,[illegible]
North Dakota	16,[illegible]	1,[illegible]	15,[illegible]
Ohio	331,[illegible]	25,[illegible]	306,[illegible]
Oklahoma	[illegible],[illegible]	7,[illegible]	72,[illegible]
Oregon	16,[illegible]	3,[illegible]	12,[illegible]
Pennsylvania	[illegible],[illegible]	35,[illegible]	871,[illegible]
Rhode Island	23,[illegible]	2,[illegible]	21,[illegible]
South Carolina	[illegible],[illegible]	[illegible],[illegible]	79,[illegible]
South Dakota	[illegible],[illegible]	2,[illegible]	7,[illegible]
Tennessee	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]
Texas	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]
Utah	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]
Vermont	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]
Virginia	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]
Washington	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]
West Virginia	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]
Wisconsin	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]
Wyoming	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]
American Samoa	[illegible]	[illegible]	[illegible]
Guam	[illegible]	[illegible]	[illegible]
Puerto Rico	[illegible],[illegible]	[illegible],[illegible]	[illegible],[illegible]
Trust Territory of the Pacific	[illegible]	[illegible]	[illegible]
Virgin Islands	[illegible]	[illegible]	[illegible]

NOTE: Includes some funds appropriated in fiscal year 1977 but spent in fiscal year 1978. Includes estimated reports from some states.

NOTE: Because of rounding, details may not add to totals.

SOURCE: Status of Vocational Education in FY 1978, A Report to the Congress by the U.S. Commissioner of Education (Washington, DC: U.S. Department of Health, Education, and Welfare; Office of Education; n.d.), Appendix B.

of state legislatures. Your local board, in fact, although elected by citizens in the district, can only exercise power delegated to it by the state. In practice, however, boards usually carry out their fund-raising functions subject to state guidelines, but without excessive interference.

State Foundation and Categorical Grants

State funding--known as basic subsidy or foundation grants--amounts to from 20 to 40 percent of school financing. Allocation systems vary among the states but usually are pupil-based. That is, they depend on the population, or census of students in the system, multiplied by some factor that can vary as a function of either local tax effort or the special needs of certain categories of students. For example, in some states, grades 12 and below receive funds based on the average daily attendance of students. Some states distribute monies based on the need of the school district in relation to the availability of local monies. Funding based on categories or units such as the full-time equivalent (FTE) student is common in many states.

At the postsecondary level (grades 13 and 14), funds are also distributed in a variety of ways. For example, reimbursement may be based on (1) credit hours generated, (2) need of the institution in relation to local monies available, or (3) cost of the program. In some states, the community college systems are funded along with the elementary and secondary programs. In this case if there is a state educational plan, it would show reimbursement of kindergarten through grade 14 (K-14).

Besides basic or foundation support, states may supplement monies to local districts through categorical funding--funding of particular programs such as vocational education. The state's source for these funds is usually a combination of state and federal money, which is allocated according to a combination of both state and federal criteria. The division of school finance and/or the state director of vocational education for your state's educational agency can provide you with information about formulas for the allocation of state foundation and categorical funding. The details of how to apply for these funds--which in many states constitute the basic support for program instruction--are usually included in the state plan for vocational education. Sample 2 is an example of one state's reimbursement rate for the categorical funding of public vocational education programs.

The Budget--A Control Device

Your local budget is not only useful to you in planning what money you will probably receive and how you will spend it, but it is the starting point and legal framework for your institution's operations. The same is true at the state level. State laws require that budget forecasts of what money will be needed have to be reasonable, but not impossibly precise, and most states have provisions for emergencies that were not predictable. When and how budgets are proposed, amended, publicized, submitted to hearing, and adopted are

SAMPLE 2

REIMBURSEMENT SCHEDULE

1980-81 Reimbursement Schedule for Trade & Industrial, Business & Office, Distributive, Agriculture, and Home Economics Programs

Reimbursement may be made from available vocational funds on the basis of the following reimbursement schedule. The letter designations indicate the reimbursement rate for schools that come under that priority rating.

ITEM	REIMBURSEMENT RATE	
A. Local Directors of Vocational Education	Reimbursement may be made when: (a) Twelve or more full-time approved vocational teachers are employed (900 class hours of instruction in approved adult vocational classes will be counted as the equivalent of a full-time instructor); and (b) Programs to be directed include 2 or more vocational service areas; and (c) The director is employed for a 12-month year. Twelve months is interpreted as a minimum of 48 weeks of assigned work exclusive of vacation time. To be approved for any reimbursement the director must work at least 44 weeks. A School District in the process of planning and building vocational facilities may be approved for a local director. A placement director may be reimbursed, provided there is no decrease in the guidance counseling staff employed and approved for the preceding year. One placement director may be approved per VEPD for up to the first 75 vocational units, and an additional placement director for each succeeding 75 vocational units or a major portion thereof.	A - $9,000.00 B - $8,750.00 C - $8,500.00
B. Superintendents of Joint Vocational School Districts	Reimbursement may be made for a 12-month year for superintendents of Joint Vocational School Districts who are certified as a superintendent by the Division of Certification of the State Department of Education.	A - $10,000.00 B - $9,750.00 C - $9,500.00
C. Local Supervisors of Vocational Programs	Reimbursement may be made for a 12-month year, provided there are 8 approved full-time (or equivalent) teachers under supervision, or for developmental purposes. Twelve months is interpreted as a minimum of 48 weeks of assigned work exclusive of vacation time. To be approved for any reimbursement the supervisor must work at least 44 weeks.	A - $8,000.00 B - $7,750.00 C - $7,500.00
D. Local Coordinators	Reimbursement may be made for a 12-month year for coordinators as approved by the State Office. Twelve months is interpreted as a minimum of 48 weeks of assigned work exclusive of vacation time. To be approved for any reimbursement the coordinator must work at least 44 weeks.	A - $7,000.00 B - $6,750.00 C - $6,500.00
E. Local Vocational Guidance Counselors of Vocational and Technical Programs	Reimbursement may be made for a 12-month year for vocational guidance counselors in schools offering 5 or more separate vocational programs in no less than 3 service areas, when such counselors are in addition to the number of guidance counselors required by state standards. Reimbursement may be made on the basis of the minimum number of vocational programs and the number of students enrolled in approved vocational courses.	A - $6,000.00 B - $5,750.00 C - $5,500.00

NOTE: If a person is employed less than 12 months, reimbursement will be prorated accordingly.

SOURCE: "1980-81 Reimbursement Schedule for Trade & Industrial, Business & Office, Distributive, Agriculture, and Home Economics Programs" (Columbus, OH: State Department of Education, Division of Vocational Education, 1980-81.

ITEM	REIMBURSEMENT RATE	
E. Local Vocational Guidance Counselors (continued)	Schools enrolling 100-300 students are entitled to 1 vocational guidance counselor. Each additional 300 students or fraction thereof enrolled in approved vocational courses entitles the school to employ one additional counselor. Joint Vocational School Districts become eligible for 1 vocational guidance counselor on the formation of the new district; they are then eligible for a second counselor 9 months prior to the scheduled opening of the Joint Vocational School, after which the enrollment requirements above apply. Twelve months is interpreted as a minimum of 48 weeks of assigned work exclusive of vacation time. To be approved for any reimbursement the guidance counselor must work at least 40 weeks.	
F. Equipment for approved programs not otherwise designated	Reimbursement may be made from available vocational funds for a percentage of the true cost of items having a unit value of at least $50.	A - 60% B - 55% C - 50%
G. Travel Allowance Support:		
Local directors, vocational guidance counselors, supervisors, coordinators, and teachers of vocational programs	Maximum budget approval of $533 (except Guidance Counselors--maximum of $300) unless an additional amount is justified and approved by the State Office. Percentage as shown may be reimbursed upon submission of affidavit at end of year. For reimbursement purposes travel shall not be reported at a rate greater than that established for state employees, namely 19 cents per mile.	A - 77% B - 75% C - 75%
H. Adult and Post-secondary Programs		
Unit Reimbursement Rates--Full-Time		
Schools Under Public Education	Reimbursement rate per 36-week program if the entire curriculum is approvable as vocational or technical	A - $12,000.00 B - $11,750.00 C - $11,500.00
	Reimbursement rate per 36-week program if the 15% electives (or any part thereof) are in areas of nonvocational or technical subjects	A - $10,500.00 B - $10,250.00 C - $10,000.00
Schools receiving assistance from Board of Regents		Reimbursement at 50% of the above rates
Hourly Reimbursement Rates--Part-Time		
Pre-employment, and evening and part-time supplementary instruction	Reimbursement rate per classroom hour of instruction	A - $5.50 B - $5.25 C - $5.00
Apprenticeship	Additional reimbursement for school systems accommodating apprentices from outside the school district	Up to 50 cents per hour guaranteed, based upon expenditures of local board funds
Postsecondary (Technical) Director		
Schools receiving assistance from Board of Regents	Reimbursement may be made for 1 per technical institute	A - $7,250.00 B - $7,000.00 C - $6,750.00
Supervisor(s)		
Schools receiving assistance from Board of Regents	One supervisor may be reimbursed for each 8 units, or for developmental purposes	A - $5,750.00 B - $5,500.00 C - $5,250.00

also fixed in law. Failure to comply with each procedural step may result in an invalid budget.

The importance of the timing of the budget process really becomes clear when you realize that (1) you can't legally spend the budgeted money before the legislation approves the expenditures and (2) your board can't spend more than is contained in your approved budget. Of course, equally disastrous for your district would be asking for less than you will need. So the budget process has to be coordinated with local fund-raising processes, as well as with your own program planning, to assure that the money will be there when you need it.

In most states, auditors will check the institution's compliance with the budget by conducting pre- and postexpenditure audits. Besides assuring the availability of funds for required expenditures, auditors check to see that restricted funds (federal, state, or private) are accounted for separately and used only for specified purposes. Public hearings on the budget are provided.

Legal Challenges to State Distribution Formulas

Educational districts vary in their available wealth for taxation purposes. Consequently, since most state allocation formulas depend in part on local matching funds, it is not surprising that some state financing has been challenged on grounds of "unequal protection." This is particularly true where minorities who are also poor comprise a majority of the district's population. In order to withstand these challenges, a state must show (1) some commitment to "fair and rational" distribution of school funds in its laws and (2) evidence of actions reflecting that intent. The use of "need" in distribution formulas has gained increasing political and social acceptance. The case of San Antonio Independent School District vs. Rodriguez is a landmark case in point, serving to guide legal precedent in challenges brought to federal courts.

The Role of State Governing Boards of Education

At this point you may have questions about the role of educational bodies on the state level--boards of education, state departments, and the chief state school officers--as authorities on educational funding. Their function in state financial decision making is to implement legislation by establishing guidelines and procedures. Many state boards have the power to withhold subsidy to a district that fails to maintain minimum educational standards. The general state government (governor and legislature) carry authority over financial resources. The special governing boards and education departments formulate policy; recommend legislation and budgets; establish program, building, and teacher certification standards; and conduct evaluation and research. That is not to imply, however, that state education boards, departments, and chief school officers can't affect state financial decisions. They can and do--particularly if their relationships with the governor and state legislature are active and influential. Moreover, the state education agency (SEA)

personnel play a key role in granting approval of programs and in helping you gain access to vocational education funds.

To summarize, state constitutions obligate state legislatures to establish and maintain public systems of education. In doing so, in most cases, they apportion state funds to educational districts according to legislation that includes rules and regulations for the conduct of all publicly funded institutions. Multiple variable factors are used in an effort to be fair and rational and thereby withstand legal challenge. There is, however, nothing that requires state governments to provide educational funds exclusively from the state treasury. They therefore enact state laws requiring local educational districts or municipalities to raise some of the needed funds by local taxation. Locally raised revenues provide the major share of support for public education.

Concepts of Local Educational Finance

At the local level in most states, there are governing boards that have state-delegated powers to make contracts, to sue and be sued, and to tax. School and community college boards are (1) either elected or appointed, (2) usually independent of other local government control, and (3) responsible for setting policy--following state guidelines--for the district's conduct and maintenance.

As a general rule, boards of local institutions serving grade levels 14 and under are elected by the taxpayers to serve terms varying from one to three years.

When the local board is elected by the taxpayers, the importance of the taxpayers is apparent. Not only are local board members vulnerable to electorate dissatisfaction, but those institutions that are constructed and maintained by local taxes are also dependent on successful passage of bonds and levies. This brings us to a discussion of local educational finance. Knowledge of the concepts of local finance is very important to you as an administrator because (1) the greater share of public support usually is voted or obtained at the local district level and (2) your ability to positively influence voting outcomes will depend greatly on how well you understand the mechanisms and can help clarify them to others.

In addition to property taxes, local districts have two other major sources of revenue: (1) borrowed funds and (2) fees and charges.

Local School Taxes

Most financial support for local districts is raised by taxing property located within the district and usually takes two forms. The general property

tax is essentially a real estate tax on land and buildings.[2] Every owner of private and business property, including public utilites, pays this tax. The tangible personal property tax is levied in many states and is paid by homeowners, private businesses, or both. Such items as furniture, equipment, and supplies are assessed for this tax. Property tax revenues are usually collected by the county government.

Sale value and assessed value. Taxes levied upon real property are based on their assessed, rather than their sale, value. In most states the assessed value of a home is less than its true money value, so the value of taxable property in any district is not as high as most people imagine. The assessed value as a percentage of true value varies from state to state, and sometimes within states, from 30 to 100 percent. However, many states are making an effort to equalize the percentage among school districts. Assessed value of all property in your county is public information, which is usually available in the county auditor's office.

Cost per pupil and valuation per pupil. The amount of money that your district spends in a school year, divided by the number of students enrolled in the schools, will give you the cost per pupil. Many people consider this formula to be a measure of the quality of education, assuming that systems that spend more for education produce better prepared students.

To find the valuation per pupil, divide the total assessed value of all taxable district property by the school enrollment, as follows:

$$\frac{\$40,000,000 \text{ total assessed valuation}}{4,000 \text{ students enrolled}} = \$10,000 \text{ valuation per student}$$

This formula will tell you how much taxable wealth is available to support your district's educational programs.

Mills. Tax rates and tax levies are often computed in mills. A mill is one-tenth of one penny. A mill therefore produces one dollar of tax income for every one thousand dollars of assessed property it is levied against. If the total property valuation for tax purposes in your school district were $25,000,000, with a tax rate of 30 mills, the income produced for the schools would be $750,000 per year.

You now have the basic information you need to compute the cost of any tax issue. Let's say District X is asking its citizens to approve an additional levy of five mills. Your friend Joe lives in the district and owns a house that has a sale value of $60,000. The assessment rate for the district

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2. Much of the information in this section on local school taxes is adapted from Robert G. Stabile, "What Every Ohio Citizen Should Know About School Finance." A Joint Project of the Buckeye Association of School Administrators and the Ohio School Boards Association, 1976, pp. 1-9.

is 30 percent of market value. Thus, you would multiply these figures as follows:

$60,000 market value of property
x .30 assessment rate
$18,000 assessed value for tax purposes

The assessed value stated in mills would then be as follows:

$18.000
x .001 (one thousandth of a dollar or one-tenth of a cent)
18.000

Now multiply the figure 18 by the school levy millage rate, which is 5, and you will find that the cost of the additional levy to your friend Joe would be $90.00 per year.

Bond issues and tax levies--what's the difference? Issues and levies are terms used interchangeably to mean tax. A bond issue is also really a tax. It is important for you--and any voting citizen--to understand that there are three different kinds of tax (or issue or levy) with distinct controls on how the money raised is to be spent: operating levies, permanent improvement levies, and borrowed funds (bonds).

- Operating levies--The money derived from operating levies can be used by a board of education/trustees for any legal expenditure, including the day-to-day operating costs of the institution or district. Proceeds from operating levies are used for salaries; purchase of books, buses, and other equipment and supplies; and construction and repair of buildings and parking lots.

- Permanent improvement levies--These tax revenues can be used to purchase anything that will last a certain number of years, usually established as five years or more. Any permanent improvements, such as repairing and constructing buildings and sidewalks, are made with these tax revenues. The uses of the proceeds from permanent improvement levies do not include paying current operating costs.

  Permanent improvement levies are often called pay-as-you-go levies, and their proceeds are usually presented in both dollar amount (e.g., will raise $100,000 per year) and in terms of mills (e.g., two mills per year). Pay-as-you-go financing can save the district thousands of dollars in financing charges, in the same way that paying the entire cost of a new home is cheaper than a twenty-year mortgage. Obviously, most of us would prefer to finance our new homes in this way, if we only had cash in our pockets to do so. But educational districts resemble the average home buyer. Their cash flow requirements nearly always outstrip the money in their possession. Unless they are wealthy or are not growing substantially, they must resort to long-term debt, financed through bond issues.

- Borrowed funds--how do bond issues work? A bond issue is a tax used to pay off long-term loans, usually for land purchase or building construction. An advantage is that it makes needed funds available immediately. The big disadvantage is that the available money is really borrowed, and interest must be paid on it, usually over twenty years.

Here's how the bond issue process works:

1. The board (or county or municipal taxing authority) submits a bond issue to the citizens for a vote.
2. If the bond issue is approved by the electorate, the board will sell bonds in the amount approved by the voters. Since the interest paid on educational bonds is tax free, they are generally purchased by wealthy individuals, banks, insurance companies, and other big institutions at a relatively low rate of interest.
3. The board uses the money it receives for the bonds to pay for the new buildings.
4. The board uses the proceeds from the bond issue tax to buy back the bonds, a set number each year, until they are all called in. This process may take 20 years or more and interest must be paid on each bond until it is "bought back" by the board. However, inflation offsets the interest costs somewhat because the dollars paid back in the future are worth less than the dollars originally borrowed.

A very important point about bond issues is that the amount of millage needed to pay them off, goes down each year. This happens for two reasons:

1. As the valuation of property in the school district increases, the number of mills needed to produce the funds necessary to make the payments decreases. For example, if the valuation of property in the district is $50,000,000, 2 mills will produce $100,000 a year. If in the next year the valuation of property in the district increases to $55,000,000, only about 1.8 mills will be needed to produce $100,000.
2. Since the board pays interest only on bonds outstanding, interest costs decline with each bond paid off. As a result of this process, the payment on the bond issue declines every year. To illustrate, we may find a school district with a tax valuation of $50,000,000, bond payments of $100,000, and 2 mills in taxes needed to make the payment. The following year the property valuation increases to $55,000,000 and the payment drops to $93,000 because of reduced interest. Now the tax rate can and will be reduced from 2 mills to 1.7 mills.

Controls on Taxing and Indebtedness

A limit to bond indebtedness is set by the state, usually not to exceed 8 to 10 percent of the total assessed value of property in the district. When

districts find themselves at the limit of their indebtedness, they cannot legally submit additional bond issues to their citizens. Thus, you will need to check the status of your district's indebtedness before you can consider revenues from new bond issues as a potential funding source for your programs.

Another kind of control--and lack thereof--on taxing powers is tied in both with the so-called taxpayers' revolt and with financial crises in many educational institutions. Many states allow taxes to be levied locally without requesting the permission of the taxpayers. In other words, if the state accepts the local budget proposal, it then empowers the local authority to levy taxes to fund the approved budget. The amount of the levy is not submitted to local citizens for approval. Many citizens have come to resent the rising levels of their property taxes. The passage of Proposition 13 in California and Proposition 3 1/2 in Massachusetts are examples of voter dissatisfaction with lack of control over the taxing process, among other things.

On the other hand, some states impose strict controls on either rate or levy limits, so that exceeding those limits cannot be done without voter approval. When the levy limits are so low that they don't allow for inflation and a public, weary of higher taxes, votes them down anyway, school districts become very vulnerable to bankruptcy.

If your district finds itself in either of these situations, you will be faced with a particularly difficult task in simply maintaining your current level of funding. Everything you can learn about your local and state taxation and political system will serve to help you weather an uncertain funding environment and possibly enable you to influence some positive changes toward more stability.

Fees and Charges

In addition to state and local taxes, there is a third typical source of revenue that provides support for general and vocational education.[3] Under pressure of revenue shortages, a growing number of educational institutions are charging student fees in order to fund instruction, books, or supplies. Feeder high schools typically pay tuition costs for students attending area vocational centers, and vocational students are accustomed to absorbing some of the cost of books, uniforms, and so on. Many postsecondary institutions, in particular, depend heavily upon tuition, matriculation, and registration fees.

The key to the kinds of fees that you can legally charge for your program is usually determined by how your state's constitution defines free public education. If public education in your state is said to be "free and open to all," then facilities and faculty must be provided without charge, unless students are not residents of your district. However, in many states, postsecondary programs and many vocational programs are not considered to be

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3. Adapted from Valente, Law in the Schools, pp. 413-416.

within the scope of free public education, even though they are at least partially supported by public funds. Thus, the charging of tuition and other fees is permissable. Again, each state is different here, and you should become familiar with your state statutes on the subject, as well as with the outcome of legal challenges that might offer guidelines to what you can reasonably do.

Whether you can charge students at the secondary level for textbooks and supplies often depends upon whether the courses in question are considered essential elements of schooling. If they are not or if your school is not included within the free public school definition, chances are you can charge for these supplies without raising any legal question. A growing number of states are charging high school students, who can afford to pay, for textbooks and supplies even though they are considered essential to a free public education. Requiring student deposits to encourage proper handling of reusable books and supplies is not considered the same as fees, and financially able students can generally be held accountable for damage.

Charging special activity fees is subject to a similar kind of legal scrutiny, differing within each state. Generally, if they are not really a form of hidden general registration fee and if they are not tied to credits required for graduation, they will survive legal challenge.

Two kinds of fees that are generally acceptable are (1) admission fees for special events to which the public is invited and (2) reasonable charges or rentals to allow outside use of educational facilities.

Another source of income unique to vocational schools is to charge for services rendered or products provided. This practice is common in vocational areas such as the auto body shop, auto mechanics, horticulture (plants, floral arrangements), cosmetology, graphic communications, and all of the construction trades. Funds derived from these sources may be placed in a rotary fund, or they may be legally used to undergird other legitimate costs peculiar to the vocational school setting.

Federal Aid to Education

Most of the federal money that flows into your program is received by the state and distributed to your agency according to both state and federal guidelines. Although federal funds comprise less than 8 percent of all local educational funding, much of that money is critical to vocational education programs. Some vocational education programs, such as work-study, have depended on federal sources for 90 percent of their support. The major source of federal funds for vocational education has been authorized by the Vocational Education Act of 1963 as amended by the Education Amendments of 1976 (Public Law 94-482). The following programs are covered by these funds:

Basic Formula Grants

Program Improvement and Support Services

Consumer and Homemaking

Commissioner's Discretionary Programs

- Programs of National Significance
- Contract Program for Indian Tribes and Organizations
- Training and Development

Special Program for the Disadvantaged

Sample 3 provides a summary of budgetary considerations for these programs, as well as stipulations, activities, and award considerations for the Basic Formula Grants Program. The SEA should provide you with clear and timely information so that you can incorporate federal funding sources into your budget and plans.

The following general aspects of federal funding apply to money that flows through the state to the local agencies:

- Federal funds are generally committed for only one year at a time.
- A firm plan for spending the federal money must be provided by the local board before funds are approved. Progress reports are required for some projects. At the conclusion of the project, an evaluation must be made in order to determine if the goals were reached.
- Federal funds are "earmarked." This means that they can only be spent for specific purposes. The federal government does not give local districts money to spend in areas of their choice.
- Federal funds are to be added to other local funds. Federal money cannot take the place of local funds. For example, if your school district receives $5,000 in federal funds to be spent on library books, the $5,000 must be added to the amount the district spent on library books during the previous year. The local district cannot cut back on its own funds and use federal money as a replacement.[4]

SEAs distribute federal money to the local education agency (LEA) in two ways: through program applications and through project proposals. The LEA receives the bulk of its financial support annually upon submission of completed program application forms. Compliance with your state's program application procedures should, therefore, facilitate reimbursement in such areas as instruction, work-study, placement, and other student services.

Other federal funds--such as those for program improvement and support--may, however, be acquired only through the submission of project proposals. SEAs will issue announcements to local administrators to let them know briefly

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4. Stabile, "What Every Ohio Citizen Should Know About School Finance," p. 15.

SAMPLE 3

FEDERAL FUNDING FOR VOCATIONAL EDUCATION

The Vocational Education Program is one of the few programs that was not affected by the Education Amendments of 1978. Since the program is forward-funded, the changes made by the Education Amendments of 1976 did not go into effect until Fiscal 1978, and Congress saw no reason to amend the program further at this time.

Federal support for vocational education continues to grow. During the past few years many schools have become involved in youth employment programs and other employment programs authorized by the Comprehensive Employment and Training Act (CETA). School participation in CETA and the high rate of unemployment among youth in many parts of the country have encouraged Congress to pump more funds into vocational education programs. The CETA Program also mandates that youth employment efforts be coordinated with existing vocational education programs.

Most of the increased funding for the federal Vocational Education Program continues to go into the consolidated formula grants program in which the states distribute funds to local programs. The largest program, the Basic Grants Program, has received an 18 percent increase of funds in Fiscal 1980 (which will be spent in Fiscal 1981 because the program is forward-funded). The funds that will be spent this year ($1.4 million) are more than 10 percent over the amounts appropriated for last year.

The Basic Grants Program is a consolidation of a number of smaller categorical programs and provides local districts with the bulk of their vocational education funds. One formula grant is allocated to each state on the basis of population criteria and per capita income; 80 percent of this grant goes to the Basic Grants Program, and the remaining 20 percent is distributed to the Program Improvement and Support Program. Within each state, school districts compete for the Basic Grants, although many districts can count on a stable allocation each year. The state's discretion in distributing funds is also limited by certain set-asides. A total of 10 percent of the state grant must go to programs for the handicapped, 20 percent for the economically disadvantaged and persons with limited English proficiency, and 15 percent for postsecondary and adult vocational education programs.

The states are also required to give priority to (1) projects in areas of high unemployment or economic depression, (2) new projects, and (3) projects that meet new training needs. Matching requirements favor cooperative programs, programs that involve private school students, and special programs for disadvantaged persons in areas with high dropout and youth unemployment rates.

The Program Improvement and Support Program allows the states to award grants for innovative projects, research, guidance and counseling activities, projects to overcome sex stereotyping and sex bias, curriculum development, and personnel training. At least 20 percent of the funds must be spent on guidance and counseling; the other set-asides applicable to the Basic Grants Program apply to this program as well.

As opposed to the formula grants programs, the few remaining categorical and national discretionary programs are generally being held at the same funding levels they have occupied for the past several years. Thus, the Consumer and Homemaking Program will receive a 7 percent increase over last year's funding but will receive the same amount in Fiscal 1981 as for this year. The Commissioner's Discretionary Programs will experience a sharp decrease this year (from $28 million to $10 million) and then will be held steady for next year. The Special Program for the Disadvantaged will remain at a budget level of $20 million, where it has been for the past several years.

The Consumer and Homemaking Program supports projects to help both men and women become better homemakers. In recent years the program has begun to respond to emerging patterns of work in the nation. Since households with two working parents or single-parent households now make up the two major types of families, the federal program is now funding projects that help people combine the roles of homemaker and wage earner. Although this is a categorical program, funds are distributed to the states on a formula basis, and each state distributes its own funds.

The Special Program for the Disadvantaged is operated in much the same way as the Consumer and Homemaking Program. Funds are distributed to the states, which subgrant them to local projects. The program is targeted to disadvantaged youth who probably would not be able to succeed in a vocational education program without this special help. It focuses on areas with a high rate of youth unemployment or dropouts. Recipients may use funds for activities similar to those authorized under the Basic Grants Program.

The Commissioner's Discretionary Programs are the only vocational education programs covered in this section in which grants are awarded through national competitions conducted by the Office of Education (see also Bilingual Education--Bilingual Vocational Training Program). The Office of Education splits the money for this program among a number of activities, including a training program, development contracts for Indian tribes to improve vocational education for Native American students, and special projects grouped together under Programs of National Significance. As we went to press, the Office of Education had not yet announced plans for spending funds under the Programs of National Significance. However, since this is the year that the serious budget cut will go into effect, it is not a prime year for school districts to apply for new project funds.

SOURCE: Adapted from Jeanne M. Vonhof and Mary M. Stump, eds., 1980 Federal Funding Guide for Elementary and Secondary Education (Washington, DC: James J. Marshall, 1980), pp. 124-128. Reprinted by permission of the publisher.

The Vocational Education Program will probably continue to receive strong Congressional support, especially if the current recession worsens and unemployment rates rise. Even if this does not occur, it appears that youth unemployment, especially among minority youth, will continue at its present high rate for a while, giving a strong impetus for vocational educators to request more funding from Congress for training programs aimed at youth.

Basic Formula Grants

Program Purposes

The program purposes are (1) to improve vocational education planning; (2) to extend, improve, and maintain existing programs; (3) to develop new programs; (4) to overcome sex discrimination and sex stereotyping in vocational education; and (5) to provide part-time employment to youths who need it to continue their vocational training.

Quick Check

Eligible Applicants

____ SEAs
*____ LEAs
*____ IHEs
____ Nonprofits
*____ Other for-profit vocational education schools

*Indirectly

Type of Aid

____ Formula grants
____ Project grants
____ Contracts

Deadline: N/A

Restrictions

____ State approval
____ Match

Allowable Activities

Funding is available for a wide range of activities related to vocational education, including the following:

- Vocational instruction, including preparing students for entry into an occupational field or helping persons who wish to upgrade or update their occupational skills. Vocational instruction may include the following:
  - Classroom instruction
  - Shop, laboratory, and field work
  - Work experience
  - Remedial programs designed to help people, including people with limited English proficiency, to benefit from vocational education programs
  - Activities of vocational student organizations, only when they are an integral part of the instructional program
- Acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment
- Apprenticeship programs
- Work-study programs
- Cooperative vocational education programs
- Energy education projects conducted by postsecondary institutions, which train people for work in coal mining and the solar energy field
- Construction of area and residential vocational education school facilities
- Stipends to students entering or already enrolled in vocational education programs whose acute economic needs cannot be met by work-study programs
- Job placement services
- Support services, including counseling, job development, and job follow-up support, for women who are entering fields that have traditionally been occupied by men
- Day-care services for children of both male and female vocational education students
- Vocational education for displaced homemakers; single heads of households; persons who are currently homemakers and part-time workers who wish to secure full-time employment; and men and women who are currently in traditional occupations for their sexes, but who wish to enter jobs that have been traditionally held by members of the opposite sex

In addition, each state must spend at least $50,000 to support full-time personnel who work to eliminate sex discrimination and sex stereotyping in vocational education programs.

Restrictions

Priorities. The Office of Education will pay up to 50 percent of the costs of the following national priorities:

- Payment of the excess costs of projects for the handicapped
- Payment of excess costs of programs for the disadvantaged

- Stipends for students with acute economic needs
- Postsecondary programs for persons who have completed or left high school who are studying for a degree that is not a baccalaureate or higher degree
- Adult programs

Priority for local projects. The state must give priority to (1) applicants who are located in areas that are economically depressed or have high rates of unemployment or (2) projects that are new to the area or meet new, emerging manpower needs.

Only state educational agencies may apply directly for these grants, but they may subgrant or subcontract to school districts, postsecondary institutions, private vocational schools (nonprofit and profit-making), and other agencies.

Each state must (1) set up a state advisory council made up of representatives from business, industry, and education and (2) produce a detailed five-year plan and an annual program plan for vocational education.

Each local recipient must also establish a local advisory council for consultation on local job needs and in developing the local application.

Set-asides. Out of its total federal grant, each state must spend at least the following percentages on programs for these target groups:

- 10 percent for the handicapped
- 20 percent for the disadvantaged and persons with limited English speaking proficiency
- 15 percent for postsecondary and adult education programs

These set-asides do not apply to local applicants.

Special Considerations

Match. The state may use federal funds to pay the following:

- Up to 50 percent of the costs of carrying out the annual program plan
- Up to 50 percent of the costs of the national priority programs described under "restrictions"
- Up to 100 percent of the costs of the following:
  - Cooperative vocational education programs that include private school students
  - Exemplary and innovative programs that include private school students
  - Special programs for disadvantaged persons in areas with high concentrations of youth unemployment or school dropouts
  - Programs in the Trust Territories
- Up to 50 percent of the cost of state administration of the five-year plan and the annual plan
- Up to (1) 50 percent of total local administration costs if state funds are used to match federal funds dollar for dollar or (2) the percentage of federal funds in the overall program (i.e., if federal funds make up 30 percent of the total program costs, federal funds may contribute up to 30 percent of administrative costs)

The first four matching requirements listed above do not apply to local programs; no in-kind contributions may be counted as matching.

Maintenance of effort. Both at the state and local levels, vocational education spending for the previous year must at least match spending for the second previous year (within 5 percent).

In making awards to school districts, the state must use the following as the two most important criteria: (1) the relative financial ability of the school district to meet the vocational needs of its area and (2) the relative number or concentration of low-income individuals in the area.

Award Information

Range of Awards: $35,000 to $37 million

Average Award: $7.5 million (to states)

Competition: N/A

Length of Grants: One year

1980 Appropriations: $562 million (for FY 81)

1979 Appropriations: $474 million (for FY 80)

Domestic Catalog Number: 13.493

Legislative Authority: The Vocational Education Act of 1963, as amended by the Education Amendments of 1976, Public Law 94-482 and Public Law 96-40.

Regulations: 45 CFR Part 104 (Subparts 1 and 2), published in the Federal Register, Vol. 42, No. 191, on October 3, 1977.

what the proposal criteria are. Selection of agencies to do the work is usually made based upon mini-proposals that LEAs submit to the state in response to an RFP. Sample 4 is an example of such an announcement.

Political Implications of Block Vs. Categorical Allocations

It is important to note the impact that politics have upon federal allocation of funds to the states. In the past, the federal government has been concerned primarily with addressing categorical issues, such as equity, civil rights, and job placement, and has awarded funds based on satisfactory compliance by the states in serving those needs through vocational education programs. The political climate of the '80s suggests a shift from federal to state control over the disbursement of funds, the assumption being that social and educational issues can be addressed more efficiently and equitably by those closer to the problems.

If money from the federal government is awarded to states in blocks, we can expect a relaxation in federal requirements regarding the use of that money. However, the debate over local disbursement of vocational funds will probably intensify on the state level, as will the competition among local programs. As the administrator of a vocational education program or institution, you would be one step closer to the fund allocation process. As a result, your own political activity on behalf of local program goals would become increasingly important if you are to sustain adequate funding levels.

Individual Grants and Scholarships

On the postsecondary level, some funding comes in the form of assistance to individual students rather than directly to the institution. Examples of federal sources for student assistance are Basic Opportunity Education Grants, help for handicapped students through the Department of Vocational Rehabilitation, and help for veterans through the Veterans Administration.

Private foundations, clubs, and businesses on local and national levels will provide grants and scholarships to students based on various criteria such as need, ability, or chosen field of study. Keeping a file of sources for student grants and scholarships and making sure your student administrative services personnel are up to date on these sources are the best ways to make sure that qualified, needy students can get support to attend your programs.

SAMPLE 4

STATE DEPARTMENT OF VOCATIONAL EDUCATION
ANNOUNCEMENT OF AVAILABLE RFPS

January 1, 1981

The Department of Vocational Education, Division of Career and Adult Education wishes to announce the availability of funds to support the following Requests for Proposals:

1. Local Administrators Planning Handbook RFP 81-131-600-1 (Funds available depend on the nature and scope of each application received.)

2. Slide Tape Modules for Supplemental Education for Dental Assistants RFP 8-131-600-2 (Funds available depend on the nature and scope of each application received.)

3. The Identification of Needed Curriculum for Solar Energy Courses RFP 81-232-600-3 (Funds available depend on the nature and scope of each application received.)

4. Models of Alternative Methods of Cooperation Between Employers and Educational Staff RFP 81-131-600-4 (Funds available depend on the nature and scope of each application received.)

5. Decision-Making Modules for Students Considering Selected Trade and Industry Programs RFP 81-131-600-5 (Funds available depend on the nature and scope of each application received.)

6. A Handbook for the Recruitment of Females Into Trade and Industry Programs and Males Into Secondary Health Occupations RFP 81-131-600-6 (Funds available depend on the nature and scope of each application received.)

Guidelines for preparing proposals, RFP specifications, and additional information may be obtained by contacting the Research Coordinating Unit, P.O. #261, Main City, Alabama. All proposals must be received by the RCU no later than March 12, 1981. Approved projects may start any time after July 1, 1981, and must be completed by June 30, 1982.

THE APPROVAL OF A PROPOSAL WILL BE ON A COMPETITIVE BASIS AND ALL PARTIES WILL BE NOTIFIED NO LATER THAN MAY 1, 1981.

For further clarification of educational funding and governance issues, you may wish to read one or both of the following supplementary references:

- Campbell, Cunningham, Usdam, and Nystrand, The Organization and Control of American Schools--Designed for educational administrators, this text is readable, up to date, and full of specific references to government funding and controls of vocational education.
- Valente, Law in the Schools, pp. 426-437--This is an excellent guide to the legal basis for school funding practices. The particular pages cited contain the text of the federal court decision to uphold the school financing system in Texas (San Antonio Independent School District vs. Rodriguez). This case helps to clarify issues surrounding the taxpayers' revolt typified by California's Proposition 13.

You may wish to review the following sets of documents to clarify your understanding of traditional vocational education funding sources and processes:

- The 1976 Amendments to the Vocational Education Act of 1963 (or later legislation, as appropriate)
- Statutes pertaining to public funding of schools in your state
- Your state's most recent state plan for vocational education

NOTES

Activity

The following items check your comprehension of the material in the information sheet, "Public Funding Mechanisms for Vocational Education Programs," pp. 9-26. Each of the four items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Local property taxes provide the largest source of local education revenues. How would you describe the local taxation process? Include an explanation of (1) the difference between bonds and levies, (2) the effect of local assessment rates on the value of taxable property, and (3) mills.

2. How is the amount of money that can be raised locally by taxes limited and by whom? How are tax limits, or lack thereof, related to the so-called taxpayers' revolt?

3. Although federal money constitutes a relatively small percentage of the total funds, it is an important percentage for vocational education. What should an administrator know about federal funds flowing through the SEA in order to maximize their use?

4. What legal factors determine whether fees, charges, and tuition may be considered as legitimate revenue sources for educational institutions?

Compare your written responses on the "Self-Check" with the "Model Answers" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. Money raised locally goes directly for specific educational purposes and also determines the amount that will be matched by state funds. Property taxes, both real estate and tangible personal property, are the major sources of locally raised revenue.

   Taxes are levied against the assessed, rather than the sale, value of property. The assessed value is often as little as 35 percent of the sale value of property. Taxable property is, then, of considerably less value than most people think.

   Issues, levies, and bonds are all taxes. A bond is different from other taxes because it raises money to finance long-term debt. Bond issues can't be used for daily operating expenses.

   A mill is one-tenth of one penny. It therefore produces one dollar of tax income for every $1,000 of assessed property it is levied against.

2. The amount of money that can be raised locally is fixed in state laws or statutes. The local board is given taxing authority as an extension of state government. Whether educational taxes can be levied without local approval is something that differs among states. In California, the state government authorized local taxes to be levied to fund the next year's budget, but without local approval. Taxpayers objected to the arbitrary raising of their taxes and passed Proposition 13. In Ohio, on the other hand, taxpayers vote on all increases over the first ten mills. Taxpayers are sensitive to the rising costs of living and, given the opportunity, are apt to deny school increases whenever possible, thus throwing the schools into financial jeopardy.

3. Most federal funds are nonrecurring; that is, they have to be applied for each year.

   The board has to develop a program plan telling how the money will be spent. The program must be evaluated at its conclusion to determine if targeted goals were achieved.

   Most federal money is "earmarked" or used for particular categories. It can't be used for general operating expense.

There is usually tough in-state competition for federal money, so it helps to know influential people and to be known as a responsible program manager.

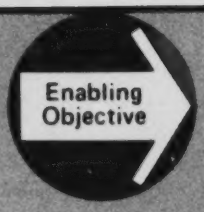
A shift in federal funding from categorical to block grants to the states while removing many federal "strings" attached to vocational education funding, would intensify the political role of the local administrator as he/she advocates local program goals.

4. Although each state has different statutes regarding financial charges, there are two basic factors that offer some consistency in interpretation: (1) your state's definition of a free public education (who gets it, what ages, what course work does it include) and (2) the public/private status of the institution. Virtually all states have laws providing for a "free" public education, with statutes defining just what that is. In many states, postsecondary and vocational classes fall outside the category of "free public education" and thus are not inhibited from charging tuition and other fees. In schools normally defined as part of the "free public education" process, fees and charges can't be disguised as hidden tuition but can be levied if the course or activity is not a part of the required curriculum.

Level of Performance: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any other points you made, review the material in the information sheet, "Public Funding Mechanisms for Vocational Education Programs," pp. 9-26, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

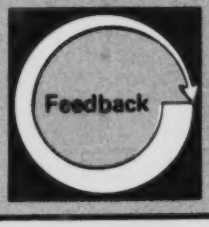


After completing the required reading, demonstrate knowledge of alternative funding sources for vocational education.

You will be reading the information sheet, "Locating Alternative Funding for Vocational Education," pp. 35-54.

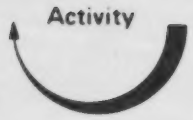
You may wish to talk with a local administrator of vocational education who has been successful in seeking alternative funding sources for vocational education.

You will be demonstrating knowledge of alternative funding sources by completing the "Self-Check," pp. 55-56.



You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 57-58.

NOTES



For information on where and how to locate alternative funds for your vocational education program, read the following information sheet.

LOCATING ALTERNATIVE FUNDING FOR VOCATIONAL EDUCATION

It would be nice if, as a vocational education administrator, you could design and manage programs, with confidence that the support for their continuation would automatically be there from year to year. No such assumption reflects the reality of vocational education funding, however. You will need to try to stay ahead of the game by keeping alert to what resources--besides local and state taxes, tuition, and traditional fees--can be tapped by your institution.

It would be equally nice if you were blessed with a department in your institution whose only responsibility was to identify and obtain money to maintain and expand programs. Putting dreams aside for awhile, let's face it--in addition to all the other tasks that fall to you as an administrator, you can add the responsibility of resource development. And since the task is a big and very important one, if you do not already have the assistance of a business manager and/or research director, you will probably be recruiting other administrative and professional personnel to help you with the general pursuit of funds.

Taking responsibility for program funding, getting a good game plan together, and going out and "beating the bushes" can introduce a lot of very positive dynamics into your institution and into your experience as an administrator. First of all, before you look anywhere for money, you and your staff must determine what's good for the institution as well as for individual programs. The interaction and input you will be encouraging--concerning such things as where you can cut and what you must expand in order to further your overall goals and mission--can foster professional cooperation and support. Second, getting out into the community with your needs will bring you into contact with other community agencies, businesses, and individuals. Third, and most pertinent to our subject, there really is additional money out there. Finding ways to tap into new resources becomes easier with each success. In addition, it can enhance your confidence as an administrator and increase your effectiveness as a community and professional leader.

Probably the hardest part of all resource development is making the first move. To help you with that, we're going to review where a lot of people have succeeded in finding money for programs like yours. These sources generally fall into the following three major categories:

- Private foundations
- Federal funding
- Business/industry and other sources

Private Foundations

The best way to start your inquiry into private foundations is to obtain relevant publications from the local library or, if possible, to purchase them. Ordering information for foundation news and directories, along with other citations, is included as sample 5. Following are four especially good references with which to begin your search:

- Foundation Directory lists more than 2,500 foundations in the United States and includes information on their purpose and activities, names of officers and trustees, statistics on their assets, gifts received, total grants, and highest and lowest grants.
- The Foundation Grants Index contains an annual compilation of grants of $5,000 or more awarded by around 260 of the nation's largest foundations.
- Foundation News is published bimonthly to help fund seekers identify potential resources among private, community, and corporate foundations.
- Grantsmanship Center News deals with both private and public funding. Its six yearly issues include how-to articles as well as new grant programs and deadlines.

Of the over 26,000 foundations in this country, a very small number--about 100--give away 70 percent of the total U.S. foundation assets. These are the national foundations such as Carnegie and Ford that serve interests across the country. Because competition for this money is very high, the money is hard for smaller institutions to get. High-quality proposals and technical staff are usually required to win the competition for these funds, most of which are awarded for research.

The bulk of the smaller foundations comprise 30 percent of foundation giving. These foundations are probably better targets for your search for resources because they tend to make awards in smaller geographic areas, thus reducing the competition somewhat. Generally grouped into three categories--family foundations, community trusts, and company or corporate foundations--these groups are interested in projects that are related to their operations or that will have an impact on the community or region in which the foundation is located.

What Will Foundations Fund?

Private foundations would rather give money for new or special projects than provide support for ongoing operations. They are not likely to get involved in construction projects, which may require a lot of money over a

SAMPLE 5

FUNDING RESOURCES LIST

A Guide to Seeking Funds From CETA: A Booklet to Assist Individuals and Organizations to Learn How to Apply for CETA Monies. Available from U.S. Department of Labor, Employment and Training Administration, Women's Bureau, 200 Constitution Avenue, NW, Washington, DC 20210.

About Foundations: How to Find the Facts You Need and Get a Grant. Available from The Foundation Center, 888 Seventh Avenue, New York, NY 10019.

Annual Register of Grant Support. Available from Marquis Academic Media, 200 East Ohio Street, Chicago, IL 60611.

The Bread Game. Available from Glide Publications, 330 Ellis Street, San Francisco, CA 94102.

Carnegie Corporation of New York: List of Grants, 1979. Reprinted from the 1979 Annual Report. Available from Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10023.

Catalog of Federal Education Assistance Programs. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Catalog of Federal Domestic Assistance. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Commerce Business Daily. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Corporate Support for Black Causes. Available in Black Enterprise, March 1974.

DIPEC. Available from Defense Industrial Loan Branch, Memphis, TN 38114.

Directory of American Indian Private Funding Sources. Available from American Indian Higher Education Consortium, 1626 High Street, Denver, CO 80218.

Directory of Research Grants by William K. Wilson and Betty L. Wilson, eds. Available from Oryx Press, 2214 North Central at Encanto, Phoenix AZ 85004.

Federal Categorical Aid and Programs. Available from National Council for Resource Development (NCRD), Suite 1013, 1875 Connecticut Avenue, NW, Washington, DC 20009.

Federal Education Grants Directory. Available from Capitol Publications, Inc., 2430 Pennsylvania Avenue, NW, Washington, DC 20037.

Federal Funding Guide for Elementary and Secondary Education. Available from Education Funding Research Council, 752 National Press Building, NW, Washington, DC 20045.

Federal Register. Available from Office of the Federal Register, National Archives and Records Service, General Service Administration, Washington, DC 20408.

Financial Support of Women's Programs in the 1970s: A Review of Private and Government Funding in the United States and Abroad, 1979. Available from The Ford Foundation, Office of Reports, 320 East 43rd Street, New York, NY 10017.

Foundation Annual Reports. Available free of charge from individual foundations but can also be purchased from The Foundation Center, 888 Seventh Avenue, New York, NY 10019.

Foundation Directory, Marianna O. Lewis, ed., The Foundation Center. Available from Columbia University Press, 136 South Broadway, Irvington-On-Hudson, NY 10533.

The Foundation Grants Index, A Cumulative Listing of Foundation Grants, Mrs. Lee Noe, ed., The Foundation Center. Available from Columbia University Press, 136 South Broadway, Irvington-On-Hudson, NY 10533.

Foundation News: The Journal of Philanthropy. Available from Foundation News, Box 783, Old Chelsea Station, New York, NY 10011.

Funds for the Improvement of Postsecondary Education (FIPSE). Available from FIPSE, Washington, DC 20202.

Getting Involved: Your Guide to General Revenue Sharing. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Grants: How to Find Out About Them and What to Do Next by Virginia White, 1975. Available from Plenum Press, 227 West 17th Street, New York, NY 10011.

Grantsmanship Center News. Available from The Grantsmanship Center, 1015 West Olympic Boulevard, Los Angeles, CA 90015.

Guide to Department of Education Programs. Single copies available free of charge by writing to ED Guide--81, Washington, DC 20202. Multiple copies may be purchased from the Superintendent of Documents, Government Printing Office, Washington, DC 20402. Specify stock no. 065-000-00048-2.

"Guide to Federal Funding in Career Education, Education and Work and Vocational Education" by The Coordinating Committee on Research in Vocational Education. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Specify stock No. 017-080-02047-5.

How to Get Money for: Youth, the Elderly, the Handicapped, Women, and Civil Liberties by Human Resources Network. Available from Chilton Book Company, Radnor, PA.

How to Get Government Grants by Philip DesMarais, 1975. Available from Public Services Materials Center, 355 Lexington Avenue, New York, NY 10017.

Seeking Foundation Funds. Available from The National Public Relations Council of Health and Welfare Services, Inc., 815 Second Avenue, New York, NY 10017.

Source Book Profiles. Available from The Foundation Center, 888 Seventh Avenue, New York, NY 10019.

Stalking the Large Green Giant. A Fund Raising Manual for Youth Serving Agencies by Ingris Utech, 1976. Available from National Youth Alternatives Project, 1346 Connecticut Avenue, NW, Washington, DC 20036.

Where America's Large Foundations Make Their Grants. Available from Public Services Materials Center, 355 Lexington Avenue, New York, NY 10017.

MISCELLANEOUS SOURCES

- Contact your own vocational department of education within your state. There are funds set aside (through federal- as well as state-allocated monies) for exemplary research.
- Contact your local library and ask for instructions on how to locate and obtain information on private grants and funding, including exemplary projects and proposals.
- Contact and develop a working relationship with government project staff involved with special concerns such as energy, transportation, and natural resources.
- Write to individual foundations such as the following for information:

Exxon Education Foundation
Program Office
111 West 49th Street
New York, NY 10020

Ford Foundation
Program Office
320 East 43rd Street
New York, NY 10017

National Science Foundation
1800 G Street, NW
Washington, DC 20550

lengthy time period. Three types of education projects seem to draw foundation interest:

- Programs that address social change or reflect current national interest are likely candidates. Basic skills training, job skills programs, school integration, and sex equity are examples of such programs having national currency.
- Communitywide education projects such as health education or opportunities for the handicapped draw the interest of foundations. Support for such programs is more often forthcoming when the community is shown to be behind the project.
- Some foundations have pet projects that they like to see funded. The trick here is to become aware of which of your program ideas fits into the special interests of a particular foundation.

See sample 6 for two examples of privately funded projects.

Government Funding

In this section we are not talking about the federal funding that your state receives and parcels out to local institutions. Nor are we going to discuss local and state taxation and other sources of state foundation monies. This section is intended to increase your awareness of public funds--particularly federal--that you may apply for directly without going through your state education agency (SEA), although the SEA may be a good information source. We assume here that the mechanisms for funding through your state department of education are working to their maximum, but you wish to bolster your programs through additional efforts of your own.

The first thing you need to establish is which government programs will fund local education agencies (LEAs) directly, and for what services. The best source for this purpose is the Catalog of Federal Domestic Assistance (see sample 5). Also, the Department of Education publishes the Guide to Federal Education Programs, which contains the majority of program funding opportunities for vocational education. See samples 7 and 8 for examples of the vocational and adult education programs listed in these two publications.

People and offices in your state department of education, such as the Research Coordinating Unit (RCU), should also be good sources of current information about federal funding opportunities.

Federal Funding Terms

Understanding federal funding can be confusing without a basic definition of terms. Although education laws can--and will--change, federal monies are usually described and dispensed using language that is consistent across

SAMPLE 6

EXEMPLARY FOUNDATION PROJECTS

HEART-IN-THE-CITY

The Heart-in-the-City Program was a tutoring program started in the late '60s with a grant from the Mott Foundation. The program received the grant through the Flint (Michigan) Board of Education. The Board is known for their management record. The Mott Foundation continued to aid the program for nine years. They provided funds for administration and staff salaries. Program staff member Paul Wright explained that, although the Heart-in-the-City program has also received funds from the United Way, a large portion of the program's funds have come from local foundations, such as The Flint Trust.

When asked why the Mott Foundation and other local foundations help fund the program, Wright said that the program "was a natural, and the time was right" for a program to ease racial tensions.

The Mott Foundation has been deeply involved in the Flint projects for 30 or 40 years. It helped fund many long-term projects through the board of education. Recently, Mott has been phasing out its support of long-term projects and is attempting to branch out by increasing its grants to other areas of the country.

JEFFCO ARTS EDUCATION PROJECT

The Jefferson County (JEFFCO) Board of Education received a grant from the JDR III Fund in New York City for an arts education team teaching project. Gene Wenner, formerly with the JDR III Fund and now with the Office of Education Task Force on Arts Education, said that the JEFFCO project was a consolidated effort of federal (IV-C and Special Projects Arts in Education), private (JDR III Fund), and strong local financial resources. Wenner stressed that, if any or all of the outside funding had not become available, the project would have gone ahead anyway. That was the key: the outside support was not the ultimate factor in proceeding with the program; local support was strong. Wenner also noted that it was very important, as far as the JDR III Fund was concerned, that the program would continue once the additional financial aid was terminated. According to Mr. Wenner, JDR III Fund no longer assists this type of individual school district effort, but does retain some ties on the local level.

SOURCE: 1979 Federal Funding Guide for Elementary and Secondary Education (Washington, DC: James J. Marshall, 1979), p. 15.

SAMPLE 7

OFFICE OF VOCATIONAL AND ADULT EDUCATION PROGRAMS

PROGRAM	AUTHORIZING LEGISLATION	WHO MAY APPLY	CONTACT
108. Adult Education—State-Administered Program (13.400 or 84.002). To provide basic education programs for out-of-school adults age 16 and over, through completion of secondary level.	Adult Education Act, P.L. 91-230, as amended by P.L. 95-561, Sec. 306	State education agencies (Individuals and organizations must apply to state education agencies.)	Office of Vocational and Adult Education 245-2278
109. Adult Education Program for Immigrants (13.402 or 84.119). To provide basic education and combined occupational and adult education programs for adult immigrants age 16 and over, through completion of secondary level.	Adult Education Act, P.L. 91-230, as amended by P.L. 95-561, Sec. 310	State and local education agencies; other public or private nonprofit organizations may apply for grants or contracts	Office of Vocational and Adult Education 245-2278
110. Emergency Adult Education Program for Indochina Refugees (13.379 or 84.099). To provide basic education and combined occupational and adult education programs for adult Indochina refugees age 16 and over, through completion of secondary level.	Adult Education Act, P.L. 91-230, as amended, Sec. 317	State and local education agencies may apply for grants	Office of Vocational and Adult Education 245-2278
111. Community Education Program (13.343 or 84.082). To provide projects and training that address the community's needs, interests, and problems by devising solutions to those concerns.	Education Amendments of 1978, Community Schools and Comprehensive Community Education Act, Title VIII, P.L. 95-561	State and local education agencies, postsecondary schools, public and private nonprofit organizations	Community Education Program, Office of Vocational and Adult Education 245-0081
112. Correction Education (Cat. No. not yet assigned). To support demonstration projects relating to the academic and vocational education of antisocial, aggressive, or delinquent persons, including juveniles, youth offenders, and adult criminal offenders.	Elementary and Secondary Education Act of 1965, as amended, Title II (Special Projects), Part J	State and local education agencies, postsecondary schools, public and private nonprofit organizations	Office of Vocational and Adult Education 245-0186
113. National Adult Education Developmental and Dissemination Program and Planning Grants (84.118). To assist development, demonstration, and dissemination projects contributing toward the adult education program. Also, planning grants are authorized to assist state education agencies to expand systems for delivery of adult education services.	Adult Education Act, P.L. 91-230, as amended by P.L. 95-561, Sec. 309	For planning grants: only state education agencies. For all other projects: public and private nonprofit organizations	Office of Vocational and Adult Education 245-2278
114. Vocational Education—Basic Grants to States (13.493 or 84.048). To assist states to improve planning for vocational education and manpower training; to maintain, extend, and improve vocational education programs; to develop programs in new occupations; and to provide part-time employment for disadvantaged vocational education students enrolled full-time.	Vocational Education Act of 1963, as amended by P.L. 94-482, Part A, Subpart 2, Sec. 120	Local education agencies, postsecondary schools, public and private nonprofit organizations (All must apply to state vocational education agencies.)	Office of Vocational and Adult Education, Division of State Vocational Program Operations 472-3440
115. Vocational Education—Leadership Development Awards Program (13.509 or 84.064). To assist in meeting needs of all states for qualified vocational education leadership personnel.	Vocational Education Act of 1963, as amended by P.L. 94-482, Part B, Subpart 2, Sec. 172	For program approval: postsecondary schools; for fellowship awards: eligible individuals	Office of Vocational and Adult Education, Division of Research and Demonstration 245-9789

SOURCE: 1981 Guide to Department of Education Funding Programs, Reprinted from American Education (Washington, DC: Department of Education, 1981).

PROGRAM	AUTHORIZING LEGISLATION	WHO MAY APPLY	CONTACT
116. Vocational Education Programs for the Disadvantaged (13.499 and 84.065). To provide vocational education programs for disadvantaged persons in areas with high concentrations of youth unemployment and school dropouts.	Vocational Education Act of 1963, as amended by P.L. 94-482, Part A, Subpart 4, Sec. 140	Local education agencies, postsecondary schools, public and private nonprofit organizations (All must apply to state vocational education agencies.)	Office of Vocational and Adult Education, Division of State Vocational Program Operations 472-3440
117. Vocational Education—Program Improvement Projects (13.498 and 84.051). To provide support for (1) a National Center for Research in Vocational Education and (2) projects for research, curriculum development, demonstration, and guidance and counseling services in vocational education.	Vocational Education Act of 1963, as amended by P.L. 94-482, Title I, Part B, Subpart 2, Sec. 171	Public and private nonprofit organizations, individuals; for contracts only, profit-making organizations	Office of Vocational and Adult Education, Division of Research and Demonstration 245-2617
118. Vocational Education—Program Improvement and Support Services (13.498 or 84.066). To assist the states in improving their programs of vocational education by supporting research, curriculum development, exemplary projects, personnel development, sex equity, and guidance.	Vocational Education Amendments of 1963, as amended by P.L. 94-482, Part A, Subpart 3, Secs. 130-136	Individuals and organizations must apply to state vocational education agencies	Office of Vocational Education, Division of State Vocational Program Operations 472-3440
119. Vocational Education Program for Indian Tribes and Indian Organizations (13.588 or 84.101). To grant awards to Indian tribes and tribal organizations to plan, conduct, and administer programs or portions of programs authorized by and consistent with the Vocational Education Act.	Vocational Education Act of 1963, Part A, as amended by P.L. 94-482, Part A, Subpart 1, Sec. 103	Indian tribal organizations or tribes which have contracted with the Secretary of the Interior for administering programs under the Indian Self-Determination and Education Act of 1975	Office of Vocational and Adult Education, Division of Research and Demonstration 245-2614
120. Vocational Education—State Advisory Councils (13.500 or 84.053). To advise state boards for vocational education on the development and administration of state plans and accountability reports; to evaluate vocational education programs, services, and activities.	Vocational Education Act of 1963, as amended by P.L. 94-482, Part A, Subpart 1, Sec. 105	State advisory councils for vocational education	Office of Vocational and Adult Education, Division of State Vocational Program Operations 472-3440
121. Vocational Education—State Planning and Evaluation (13.595 or 84.121). To encourage comprehensive long-range planning by states.	Vocational Education Act of 1963, as amended by P.L. 94-482, Part A, Subpart 1, Sec. 102	State vocational education agencies	Office of Vocational and Adult Education, Division of State Vocational Program Operations 472-3440
122. Youth Employment Program (Cat. No. not yet assigned). To improve youth employment through relating education and work, coordinating and improving education and employment services, and conducting studies on youth employment problems and relationships between basic skills and work experience.	Elementary and Secondary Education Act of 1965, as amended, Title III (Special Projects), Part F	State and local education agencies, public and private nonprofit organizations may apply for grants or contracts; profit-making organizations may apply for contracts only	Office of Vocational and Adult Education 245-8166

SAMPLE 8

NATIONAL VOCATIONAL AND ADULT EDUCATION DISCRETIONARY PROGRAMS—FISCAL YEAR 1980

PROGRAM	CFDA No.*	ESTIMATED FISCAL YEAR 1980 FUNDS	PROGRAM MANAGEMENT	ELIGIBLE APPLICANTS	PROGRAM CHIEF**
Vocational Education Programs of National Significance***					
National Center for Research in Vocational Education	13.498	($5,000,000)	Awarded 5-year contract in FY 1978	Nonprofit agency, organization, or institution	Glenn C. Boerrigter, Chief Research Branch Division of Research and Demonstration 202/245-2617
Curriculum Coordination Centers	13.498	$ 522,000	2 new competitive contracts 4 noncompeting continuations	Public and profit and nonprofit private agencies, organizations, and institutions, and individuals	Mary V. Marks, Chief Curriculum Development Branch Division of Research and Demonstration 202/245-2653
Projects of National Significance	13.498	$1,422,493	Competitive Contracts (6)	Public and profit and nonprofit private agencies, organizations, and institutions, and individuals	Howard F. Hjelm, Director Division of Research and Demonstration 202/245-9634
Graduate Fellowships	13.503	($1,575,000)	Awarded up to 3 year fellowships in FY 1978	Vocational educators	Duane M. Nielsen, Chief Personnel Development Branch Division of Research and Demonstration 202/245-9793
Vocational Education Indian Grants (1% set-aside)	13.588	$5,929.888	Competitive Grants (7) Federal Register 8/23/79 Closing Date 12/3/79 Noncompeting Continuations (10)	Tribal organizations of Indian Tribes eligible to contract with the Bureau of Indian Affairs	Doris V. Gunderson, Chief Demonstration Branch Division of Research and Demonstration 202/245-2614

SOURCE: Catalog of Federal Domestic Assistance (Washington, DC: U.S. Government Printing Office, 1980), pp. 43-44.

PROGRAM	CFDA No.*	ESTIMATED FISCAL YEAR 1980 FUNDS	PROGRAM MANAGEMENT	ELIGIBLE APPLICANTS	PROGRAM CHIEF**
Bilingual Vocational Education		$2,800,000			
Vocational Training (65%)	13.558	$1,820,000	Competitive Grants Federal Register 8/23/79 Closing Date 11/5/79	State and local educational agencies, postsecondary educational institutions, private nonprofit vocational training institutions, nonprofit organizations created to serve a group whose language as normally used is other than English, and private for-profit agencies and organizations	Doris V. Gunderson, Chief Demonstration Branch Division of Research and Demonstration 202/245-2614
Vocational Instructor Training (25%)	13.586	$ 700,000	Competitive Grants (3) Federal Register 8/23/79	States and public and private educational institutions	
Instructional Materials, Methods, and Techniques Development (10%)	13.587	$ 280,000	Competitive Contracts (1) Commerce Business Daily	State, public, and private educational institutions, nonprofit organizations, private for-profit organizations, and individuals	
Emergency Adult Education Program for Indochina Adults	13.579	$2,500,000	Competitive Grants (25)	Local and state education agencies	Donald Snodgrass, Chief Field Operations and Services Branch Division of Adult Education 202/245-9782
Immigrant Adult Education Program		$2,500,000	Competitive Contracts (1 RFP, 25-30 projects) At least 50% to private nonprofits	Local and state education agencies and other public and private nonprofits	

*Catalog of Federal Domestic Assistance
**Add Bureau of Occupational and Adult Education, U.S. Office of Education, Washington, DC 20202
***Also includes $3,000,000 transferred to National Occupational Information Coordinatoring Committee Continuation Costs

government programs. The following terms can help you as you attempt to obtain additional federal funding:

- Appropriation--Once Congress authorizes, through legislation, expenditures for certain purposes, the authorization must be approved by the President and/or the Office of Management and Budget. The approved bill then returns to Congress, which appropriates the actual amount to be spent--usually less than the authorized amount.
- Authorization--This language, used in federal or state legislation, indicates that money could be spent for certain purposes.
- Budget cycle--This refers to the fiscal year used by the funding source.
- Competitive--This term is used to refer to limited funds that are provided for special purposes and for pilot or model programs.
- Contracts--Contracts are made between the government and an agency to purchase a very specific product or service. Payment is usually delivered after the government receives its service. The government may contract out for everything it needs that costs $5,000 or more: supplies, equipment, feasibility studies, longitudinal surveys, and consultant services are just a few examples.
- Deliverables--This term refers to anything--products, services, curricula, workshops--that the funding source expects as an end product.
- Grants--Grants are sums of money awarded most often to public rather than private institutions. Although the money is authorized for legislated purposes (e.g., vocational education), it is used by the grantee to support institutional programs and projects. Payment is made either in advance of the program or according to a schedule. Grants are awarded through the office administering the federal program (e.g., Office of Adult and Vocational Education). The principal difference between formula and categorical grants is in the amount of discretion allowed the grantee in spending the funds. The following kinds of grants have been awarded to SEAs and LEAs in support of vocational programming:
  - Capitation grants--These funds are provided on the basis of the number of people served.
  - Categorical grants--Often referred to as project grants, categorical grants are awarded based on the activity rather than on formulas (e.g., X dollars per number of people involved). They are funded with discretionary monies. The term discretionary refers to the discretion used by whatever federal agency judges which of the competing local or state agencies will get the money. The money is authorized in strict accordance with legislative guidelines. Money for categorical grants is usually awarded in advance of the program.
  - Construction grants--These funds are used for construction, renovation, or expansion of a building or facility.

- Demonstration grants--Such grants are awarded to programs that have shown how well a given approach can solve a problem. Frequently demonstration grants are given to show how other groups can benefit from techniques originally designed for another population.
- Formula or block grants--These grants are allocated to all eligible bodies (in most cases the SEAs) according to a combination of criteria such as fiscal capacity, population, income levels, need, or some combination of these factors. Although the disbursement is automatic, requiring no application, the formulas are often very complicated. There may be intense competition within each state for block grant money, and the state has its own additional guidelines and regulations for local disbursement. Money for block grants is usually awarded in advance of the program.
- Matching grants--These grants require the agency to come up with some of its own funds for the activity.
- Staffing grants--These grants are used to hire or support staff members.
- Training grants--Such grants are used to train staff or other individuals in particular skills.

- Principal investigator or project director--This term refers to the person responsible for the project.
- RFP (request for proposal)--This is a request by a funding source for proposals from potential contractors to do a desired job. Any investigation of present or potential vocational education funding will probably turn up at least one reference to RFPs. Federal RFPs are announced in the Commerce Business Daily, which outlines the work, services, and supplies it needs; level of skill the funder thinks is desirable; and when the work must be completed.
- Seed money--This is money used to establish or start up programs. Other support must be found to maintain and expand such programs.
- Target group or population--This refers to the people who will benefit from the proposed project.

Government Announcements of Available Funds

When a federal agency wants a specific piece of work done, such as program evaluation or other research or development work, it issues an RFP by placing a contract announcement in the Commerce Business Daily of the U.S. Department of Commerce. If you think you would be interested in performing the scope of work, you can write for the RFP, which will give all the details of the work, deadlines, and outline to be followed in developing the proposal.

A program announcement is a public statement of programs for which funds are available. These programs are described in the Federal Register. Program announcements will also tell you in detail about the programs, eligibility

criteria, and grant evaluation criteria. To get the actual RFP you must write to the agency awarding the grant, such as the National Institute of Education (NIE), The Fund for the Improvement of Postsecondary Education (FIPSE), and programs of the U.S. Department of Education (ED). See sample 9 for program listings in the Federal Register.

NIE, FIPSE, and ED will also fund unsolicited proposals for programs that promise to solve a pressing need. You can write to the Department of Education for a small pamphlet called "Guide to Federal Funding in Career Education, Education and Work and Vocational Education" to find out which education and training projects are administered by which offices or bureaus. For a listing of budgeted funds for all Department of Education programs, see sample 10.

Other Sources of Federal Government Help

Don't forget to investigate opportunities with the Department of Labor programs such as CETA (Comprehensive Employment and Training Act of 1973). Information about CETA programs should be available through the local prime sponsor. The prime sponsor for large urban areas is the mayor's office; for rural areas, contact the governor's office. Sample 11 will give you an idea of how vocational education can tie in to CETA money.

Other government funds for vocational education have been obtained through the National Science Foundation, the Bureau of Education for the Handicapped, the Women's Educational Equity Act of 1974, and through General Revenue Sharing. Your school district may apply directly to your local government for revenue sharing funds.

Sometimes the federal government will loan equipment to schools. The Department of Defense, for example, sponsors a Tools for Schools program that has made some 650 loans of tools valued at $50 million. A list of tools such as metal cutting, testing, welding, and woodworking can be obtained from the Defense Industrial Plant Equipment Center (DIPEC) (see sample 5). DIPEC will provide you with a list of available tools. You then give DIPEC a simple description of what you need, and loans are made based on what's available in the nationwide inventory.[5]

Business, Industry, Labor, and Other Local Funding Sources

Developing support for your institution from local businesses, industries, and labor organizations (BIL) could well be the most rewarding of your fund-raising efforts. The advantages of good vocational education aren't hard to sell. From a community development perspective, vocational education contributes to the health of any area when it provides its youth and citizens

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5. Carol Hinckley Boyle, ed., Vocational Education Reporter (Arlington, VA: American Vocational Association, April 1981), p. 2. Reprinted by permission.

SAMPLE 9

FEDERAL REGISTER

Part I.—New Closing Dates and Closing Dates Announced Previously

CFDA No.	Program title	Closing date
*13.451	Handicapped Personnel Preparation Noncompeting Continuation Projects	September 17, 1979
	New Projects	October 15, 1979
13.444B	Handicapped Children's Early Education Program—Outreach Projects—Noncompeting Continuation Projects.	October 5, 1979
*13.443A	Student Research—First Cycle	October 12, 1979
	Second Cycle	March 17, 1980
*13.492	Upward Bound—New Projects	October 12, 1979
13.586	Bilingual Vocational Instructor Training Program—New Projects	October 15, 1979
13.444A	Handicapped Children's Early Education Program—New Demonstration Projects.	October 18, 1979
*13.482	Special Services for Disadvantaged Students—New Projects	October 22, 1979
*13.486	Talent Search—New Projects	October 31, 1979
*13.543	Education Opportunity Centers—New Projects	October 31, 1979
*13.443C	Field Initiated Research—New Projects	October 31, 1979
13.443C	Field Initiated Research—Noncompeting Continuation Projects	Variable
13.438, 439, 440, 441	Fulbright-Hays Training Grant Program—New Projects	November 2, 1979
13.558	Bilingual Vocational Training Program—New Projects	November 5, 1979
13.561	Metric Education Program—New Projects	November 14, 1979
13.443D	Handicapped Children's Model Program—New Demonstration Projects	December 3, 1979
13.588	Contract Program for Indian Tribes and Indian Organizations—New Projects	December 3, 1979
13.525, 529, 589, 689, 690	Emergency School Aid—New Projects	December 7, 1979
13.586	Arts Education Program—New Projects	December 14, 1979
13.588	Contract Program for Indian Tribes and Indian Organizations—Noncompeting Continuation Projects.	December 17, 1979
13.564	Consumers' Education Program—New Projects	December 19, 1979
13.552	National Diffusion Network Program—New Projects	January 3, 1980
13.436	Foreign Language and Area Studies Research Program—New and/or Noncompeting Continuation Projects.	January 4, 1980
13.444A	Handicapped Children's Early Education Program—Noncompeting Continuation Demonstration Projects.	January 10, 1980
13.406	Desegregation of Public Education—New Projects	January 15, 1980
13.510	Cooperative Education Program—New Projects	January 16, 1980
13.565A, 13.565B	Women's Educational Equity Act Program—New Projects	January 21, 1980
13.562	Gifted and Talented Children's Education Program—Professional Development New Projects.	January 25, 1980
13.562	Gifted and Talented Children's Education Program for Statewide Planning—New Projects.	January 25, 1980
13.562	Gifted and Talented Children's Education State Administered Program—New Projects.	January 25, 1980
13.418	Teacher Centers Program	January 31, 1980
	New Projects	March 3, 1980
13.418	Teacher Centers Program	January 31, 1980
	Noncompeting Continuation Projects	March 3, 1980
13.576	Strengthening Research Library Resources—New Projects	February 15, 1980
13.576	Strengthening Research Library Resources—Noncompeting Continuation Projects	February 15, 1980
13.446	Media Research, Production, Distribution, and Training Grant Program—New Projects.	February 18, 1980
13.446	Media Research, Production, Distribution, and Training Grant Program—Noncompeting Continuation Projects.	February 18, 1980
13.599A	Basic Skills Improvement—Basic Skills in the Schools Program—New Projects.	February 29, 1980
13.599B	Basic Skills Improvement—Parent Participation—New Projects	February 29, 1980
13.599C	Basic Skills Improvement—Out-of-School Program—New Projects	February 29, 1980
13.489D	Teacher Corps Program (2nd Year)—Noncompeting Continuation Projects	March 3, 1980
13.563	Community Education Program—New Projects	March 10, 1980
13.443D	Handicapped Children's Model Program—Noncompeting Continuation Projects.	March 13, 1980
13.565A	Women's Educational Equity Act Program—Noncompeting Continuation Projects.	March 13, 1980
13.489C	Teacher Corps Program 1978 (3rd year)—Noncompeting Continuation Projects.	March 25, 1980
Not assigned	Biomedical Sciences Program—New Projects	March 28, 1980
13.444C	Handicapped Children's Early Education Program—State Implementation Grants—Noncompeting continuation Projects.	April 2, 1980
13.444C	Handicapped Children's Early Education Program—State Implementation Grants—New Projects.	April 2, 1980

SAMPLE 10

EDUCATION DEPARTMENT BUDGET—1980

Program	FY 79	FY 80
Title I	$3,228,382,000	$3,330,593,000
Handicapped education	976,637,000	1,049,025,000
Bilingual education	158,600,000	166,963,000
Emergency school aid	291,400,000	279,623,000
Civil rights services	41,350,000	45,675,000
Impact aid	816,100,000	805,000,000
Vocational and adult education		
Basic grants	474,766,000	562,266,000
Program improvement and support	112,317,000	124,817,000
Programs of national significance	10,000,000	10,000,000
Special programs for the disadvantaged	20,000,000	20,000,000
Consumer/homemaking education	43,497,000	43,497,000
State advisory councils	6,073,000	6,500,000
Bilingual vocational training	2,800,000	4,800,000
State planning	5,000,000	5,000,000
Adult education	100,000,000	105,000,000
Title IV	377,400,000	386,400,000
National Institute of Education	96,774,000	91,172,000
National Center for Education Statistics	10,561,000	9,947,000
Other education programs	245,008,000	221,225,000
Higher and Continuing Education		
Student services	162,000,000	164,880,000
Program development	174,500,000	158,000,000
Graduate support	19,500,000	22,350,000
Construction	29,500,000	54,000,000
Higher education facilities loan and insurance fund	2,204,000	2,189,000
Libraries and library resources	266,475,000	268,488,000

SOURCE: Adapted from Vonhof and Stump, eds., 1980 Federal Funding Guide for Elementary and Secondary Education, pp. 19-22.

SAMPLE 11

KEY PROVISIONS OF THE 1978 CETA AMENDMENTS

Title I--Administrative Provisions

Purpose: To provide basic definitions and organizational arrangements for the entire Act and to authorize appropriations for FY 79-82.

Part A: Explains components and review process for the prime sponsor's comprehensive employment and training plan. Covers the functions of the prime sponsor's planning council and the state employment and training council.

Part B: Gives the allocation of funds by CETA title and fiscal year.

Reading the prime sponsor's employment and training plan is both a way to gain information about how CETA programs are operated in the area and the first step toward participating in the planning process. It consists of two parts. The master plan contains an inventory of potential delivery systems for education and training, the criteria used to select delivery systems, and an explanation of record keeping and other procedures. The annual plan describes specific programs planned and the proposed budget.

Vocational education representatives are to be included on both the prime sponsor's planning council and the state employment and training council. In addition, prime sponsors must make their proposed plans available to educational institutions for comment.

Title II--Comprehensive Employment and Training Services

Purpose: To provide an education and training program component for every CETA client.

Part A: Allocates 6% of the funds for Parts A, B, and C ($2 billion for FY 79) for supplemental vocational education assistance to be channelled through the state boards for vocational education.

Part B: Provides funding for institutional education and training, job search assistance, and work experience. Participation is limited to youth and adults who are economically disadvantaged and either unemployed, underemployed, or in school.

Part C: Up to 6% of Parts A, B, and C funds can be used for occupational upgrading and retraining. Targeted primarily to minorities, women, and others traditionally locked into low-paying, dead-end occupations. This is an excellent opportunity to expand vocational education for adults.

Part D: Provides transitional employment opportunities for economically disadvantaged and employed people. Required that training be linked to public service employment, thereby providing an excellent opportunity for vocational education to provide related instruction. These percentages of funds must be used for training: 10% for FY 79, 15% for FY 80, 20% for FY 81, and 22% for FY 82.

Title II requires prime sponsors to make appropriate employment and training arrangements with educational institutions. It also requires a personalized employability plan for each client.

In giving a broader role to the state boards for vocational education, the Amendments list for the first time the functions they can perform. Eighty-five percent of the state board funds must be used for programs, but the remainder can be used for statewide coordination, including information exchanges, the development and dissemination of models, and technical assistance to prime sponsors and educational agencies.

Title III--Special Federal Responsibilities

Purpose: To carry out research on a national scale in order to help solve the employment-related problems of certain groups and to provide continued support for programs of demonstrated effectiveness. Target groups include the handicapped, women, single parents, displaced homemakers, older workers, dropouts, and welfare clients.

Title III emphasizes training and other educational services that will increase the employability and earnings of groups with special needs. Community colleges and area vocational-technical institutions are eligible for funds to operate a displaced homemaker center. Another Title III program will fund workshops in management skills for those who want to become small-business entrepreneurs.

State boards for vocational education can use Title III funds to pay up to half the cost of community vocational resource centers (called for in the 1976 Vocational Education Amendments) intended to provide expanded guidance and counseling services in economically depressed communities. Educational institutions offering comprehensive vocational programs in such a community are eligible for resource center funds.

Title IV--Youth Programs

Purpose: To offer a broad range of employment and training opportunities for youth and to research ways to improve their employability.

Part A: The Youth Employment Demonstration Projects provide the following programs:

(1) Youth Incentive Entitlement Pilot Projects--part-time jobs for youth during the school year and full-time summer jobs

(2) Youth Community Conservation and Improvement Projects--includes skills training along with public service employment (PSE)

(3) Youth Employment and Training Program--at least 22% of funds must be spent for in-school programs

Part B: The Job Corps includes vocational education and counseling. Programs can be operated in area vocational-technical schools.

The only title extended for two rather than four years, Title IV encourages giving educational credit for work experiences. Youth councils that include vocational education representatives will make recommendations to the prime sponsor on the planning and evaluation of programs.

Funds for Youth Employment and Training Programs can be used to increase the access of disadvantaged youth to vocational and related education programs.

Administrators should try to convert part-time and summer jobs under the Youth Incentive Entitlement Pilot Projects into vocational cooperative programs.

Title V--National Commission for Employment Policy

Purpose: To make recommendations to the Congress and the President on critical CETA issues such as target populations and the goals and scale of PSE.

Title VI--Countercyclical Public Service Employment Program

Purpose: To provide temporary jobs for 20% of the unemployed when the unemployment rate rises above 4%. Part of the funds can be used for transitional services such as employability counseling.

Title VII--Private Sector Opportunities for the Economically Disadvantaged

Purpose: To increase the involvement of business and industry in employment and training activities. Emphasizes small and minority-owned businesses.

Funds can be used to coordinate employer-provided training and jobs with educational programs, to develop small-business intern programs, and to develop innovative cooperative vocational education programs. Title VII gives vocational administrators an opportunity to expand their cooperative programs and related instruction.

Title VIII--Young Adult Conservation Corps

Purpose: To provide opportunities for disadvantaged and other youth to do conservation work in national parks and forests.

with skills that can be plugged into local BIL organizations. And from the narrower viewpoint--the profit perspective of individual BIL organizations--in-school vocational education produces a local labor pool that encourages relocation and expansion of industry into the area, thus serving both company and community needs.

The following are examples of the kinds of help you can get from your local business, industry, and labor establishments, as well as from the community in general.[6]

Reciprocal Training Agreements

Although not a direct funding source, sometimes reciprocal training agreements can provide indirect funds for your institution. Sometimes labor unions with apprenticeship training programs need building space, which you can provide in exchange for access to their skill expertise. Union trainers may provide instruction for your students or advice in your curriculum development. Businesses may supply equipment or access to their facilities in exchange for the vocational educator's teaching skills. Similar arrangements can be made with any organization--such as CETA, The Bureau of Vocational Rehabilitation (BVR), or the Veterans' Administration (VA)--that works with clients who have training needs similar to those of your own vocational students.

Purchase of Programs

The same BIL organizations, with money to spend, may buy your programs. There may be opportunities to compete for training contracts, which would be announced through publicized RFPs. BIL's interest in taking advantage of vocational education programs designed to meet their training needs may be stimulated by tax credits offered for training expenses. The National Tooling and Machining Association is coordinating an effort to pass such legislation, which would provide companies with a 50 percent tax credit for wages paid to new employees for up to four years while they are receiving training.[7] Employees might participate in formalized skill training or equivalent training in an informal company-based program. Vocational institutions could add a second shift to their school day to offer training for BIL workers.

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6. For more information on community resources, you may wish to refer to Involve the Community in Vocational Education, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1982).

7. Boyle, ed., Vocational Education Reporter, April 1981, p. 2. Reprinted by permission.

Equipment and Supply Donations

Some companies will give you equipment that they are no longer using. Hospitals and doctors may donate medical equipment such as examining tables and suction machines. This works well when using the equipment requires skills that are current or can be transferred to other machines or tools. But you need to be aware that, if the equipment has been discarded, the skills required to operate it may also be obsolete.

One way to involve smaller companies in helping you is to ask them to participate in a "challenge grants" program. A lumber yard might promise to match in lumber what a hardware store agrees to donate in tools. If appropriately managed, this sort of program can build community support, provide good public relations to the donors, and get you the supplies you need at no cost.

Scholarships, Endowments, and Local Grants

Civic minded businesses, service organizations, and individuals have frequently given money for specific purposes to vocational institutions and promising individuals. Tying in to organizations such as the chamber of commerce and the Kiwanis can help you develop potential for this kind of funding, which is often given in the donor's name.

Access to Special Government Money

Some government money that you might not normally have access to comes through programs such as Revenue Sharing, organizations such as the National Alliance of Business, and manpower and community development agencies. To find out about possible ways to gain access to these monies, you need to be in active contact with the organizations and individuals involved with such projects.

Volunteers

Volunteers may provide indirect funding support for your programs, not only through their direct services, but through the public relations advantage they provide. For example, foundations often consider which program activities receive local support when they are determining to whom they will award funding support. Volunteer participation in your programs is strong evidence of local support and may give you an important edge in grant competition.

Don't Be Afraid to Be Creative

Every community is different and offers varied advantages and limitations in funding opportunities. Here's an example of an approach that worked for one postsecondary institution at a time when it was experiencing severe cutbacks in traditional support. It is a funding option that has some

interesting potential if you happen to have a production capability and if a local business or industry, which grosses $300,000 to $500,000 yearly, has some money to spend.

Let's say your community college (a nonprofit organization) can afford to produce a short videotape for around $4,000, whereas the same videotape produced commercially would cost $20,000. A corporation of the size described could buy the tape from the commercial firm at an actual cost of around $10,400, because its pretax gross can be reduced by 40 to 48 percent (tax deduction) for such a business purchase. But if the corporation chose instead to buy the service from you for $17,000, their net cost for the tape would be less than $9,000 after taxes. So your institution could earn $13,000 ($17,000 minus the $4,000 cost of production) that could be used for equipment or personnel. At the same time, the company saves over $1,000.[8]

A word of caution. Before you get into this business, be sure to check the tax laws to find out how this "profit" might affect your institution's tax status. Your local school board or board of trustees should be able to help you learn what you need to know about local, state, and federal laws and regulations governing such business ventures.

Another thing you need to consider is whether your profit-making activity conflicts with the educational mission of your institution. Whether the material produced is purely commercial or has educational value could make a difference, as could the degree to which students are themselves participating in a real-life learning experience while developing a product for sale.

And, finally, you don't want to set up competition with other businesses whose taxes are helping to support your institution. Keeping these cautions in mind, selling a product, to the mutual advantage of the school and a firm, is one avenue to pursue for alternate funds.

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8. Adapted from Edwin M. Ashley, "Scratch My Greenbacks and I'll Scratch Yours," Instructional Innovator (January 1981): 20-21.

You may wish to arrange through your resource person to interview an experienced administrator concerning his/her success in locating alternative funding for vocational education. In your conversation, you could ask questions such as the following:

- What alternative funding (direct or indirect) have you been successful in obtaining for your programs?
- Are there some fund-raising activities that you have tried that have proven to be more successful than others?
- To what extent have members of your own staff and faculty been involved in the quest for funds?
- Are you presently considering new funding targets and activities? If so, what are they, and how will you proceed?

The following items check your comprehension of the material in the information sheet, "Locating Alternative Funding for Vocational Education," pp. 35-54. Each of the four items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What major kinds of foundations exist, and on what bases do they typically award grants?

2. What are the important differences between a government contract and a government grant? How do you find out what federal contracts and grants are available to fund local projects?

3. Discuss four types of alternate funding support that can be developed in your local community.

4. What cautions must you exercise if you decide to involve your institution in a profit-making activity?

Compare your written responses on the "Self-Check" with the "Model Answers" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. There are really two major kinds of foundations. There are national foundations, of which only a few--100 out of the total 26,000--give away 70 percent of the total foundation assets, usually awarded for research projects. Competition is very strong because it is drawn from the total United States.

   Smaller foundations are more numerous and offer better chances for local awards. They are usually interested in projects that address (1) social change or problems of current national interest, (2) communitywide education projects, or (3) pet projects of the foundation. Competition is local, rather than national.

2. First, money for grants is usually awarded before the program begins. Contract money is paid following submission of invoices.

   Second, grants are usually awarded to public institutions, while contracts are made with both private and public organizations.

   Third, contracts are made between the government and the agency for a specific product or service. Grants are made often to support a local or state activity that reflects intentions of the enabling legislation. In the case of contracts, the government provides the specificity, while grant recipients write their own specifications.

   The Commerce Business Daily and the Federal Register are the best sources for federal government RFP announcements. You can also write to individual federal departments to find out what projects are currently being funded.

3. Your answer should include discussion of four of the following types of alternate funding:

   - Reciprocal training agreements--These agreements are usually possible when you work with students whose training needs are similar to those served by another agency such as BVR, VA, CETA, and unions (e.g., you provide facility space while union trainers provide instruction).
   - Purchase of programs--An organization buys your programs. You may, for example, compete with others for Department of Labor youth employability training contracts.

- Equipment and supply donations--Be careful that discarded equipment doesn't mean that the skills required to run it are obsolete.
- Scholarships, endowments, local grants--This money is often given in the donor's name and may be of particular value to postsecondary institutions.
- Volunteers--Use of volunteers provides both services and evidence of public support of programs.
- Profit-making ventures--Your production department may offer a cost advantage to a company that needs the product or service.

4. First, you don't want to jeopardize the institution's tax-exempt status through excessive profits.

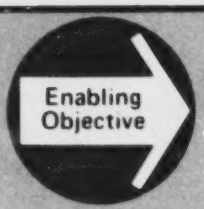
   Second, profit-making projects should not conflict with the educational mission. The production should have educational value for the students involved.

   Third, be cautious that your profit-making venture doesn't compete with other businesses whose taxes support your institution.

Level of Performance: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any other points you made, review the material in the information sheet, "Locating Alternative Funding for Vocational Education," pp. 35-54, or check with your resource person if necessary.

Learning Experience III

OVERVIEW



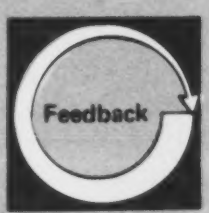
After completing the required reading, demonstrate knowledge of the administrator's role in the politics of vocational education resource development.

You will be reading the information sheet, "The Politics of Resource Development," pp. 61-69.

You may wish to read one or both of the supplementary references: Bottoms, Griffin, Kroll, and Phillips, American Vocational Association Legislative Kit; and/or Heddesheimer and Erpenback, Government Liaison Worker Handbook.

You may wish to meet with an experienced administrator to discuss the difficulties and strategies involved in executing successful bond issues and levies.

You will be demonstrating knowledge of the administrator's role in the politics of vocational education resource development by completing the "Self-Check," pp. 71-72.



You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 73-74.

NOTES

Activity

For information on how your public and professional activities and relationships can generate support for your vocational programs, read the following information sheet.

THE POLITICS OF RESOURCE DEVELOPMENT

No matter what kind of funding you seek to influence or obtain--state foundation or federal grants, donations or endowments, reciprocal agreements or private grants--virtually every successful effort involves developing active relationships with the people and organizations that affect your institution.

The vocational education administrator whose programs sustain themselves year after year--while the administrator limits his/her activities to supervising personnel and following directions from the state department of education--is rare indeed. The resources you seek are also sought by others. Whether you get the money or someone else does is less likely to depend on who has the better program than who has the better publicity. In other words, a quality we might call "political savvy"--which includes concepts such as who you know, publicity, timing, persuasion, and reciprocity--is important to add to your repertoire as a vocational education administrator. These concepts apply equally whether you are competing with other agencies for state or federal grants, seeking foundation funds, or trying to persuade a local company to donate supplies.

Be An Active Professional

If you are active professionally, a good deal of your necessary political linkages will be built in the process. Being an active professional generally involves the following tasks:

- Maintaining close contact with your board, local support groups, and the state education agency (SEA)
- Participating in a "legislative network"
- Supporting your state and federal government representatives
- Interacting with community leaders
- Establishing a good management and accountability record
- Encouraging taxpayers' support of education

Having the skills needed to complete these tasks--competently and diplomatically--will help you to accomplish specific administrative goals, as well as the more long-range goals of developing symbiotic relationships with those persons and agencies whose support of your efforts--in financial terms--is critical.

Maintain Close Contact with Your Board, Local Support Groups, and the SEA

Political activity for an administrator begins at the local level. Often, the people who work most closely with your programs, such as advisory council and craft committee members, can stimulate a broad support base for your programs because of their influence in the community and among educational decision makers. You can cultivate their loyalty by involving them in a meaningful way in program planning, asking their opinions, and updating them frequently on new developments. In turn, they may actively work to pass school tax and bond issues and provide important linkages with their respective industries, which can lead to the funding of new programs or to reciprocal training agreements.

You will need to observe both the informal and formal leadership among the administrative committees, councils, and boards that make decisions affecting your program funding. You can review the minutes of previous board meetings to determine which board members have historically supported vocational programs. These are the people who will be especially strong advocates of your budget and other funding requests. Because board members usually have strong connections with local business and industry, they can be good contact persons in your search for private grants.

Just as with craft and advisory committee members, your board must feel involved in your programs and be kept informed of new developments. It is a good idea to request time at board meetings, periodically, to share information about vocational programs. When new programs are initiated or new equipment is acquired, invite board members to visit your institution.

Because major funding decisions are made on the state level, the smart administrator knows the structure of and persons in the state department of education and/or various boards of education. You need to find out who these persons are and how they support your institution. Who approves new programs, and who represents the vocational sector to state and federal legislators? Knowing how your programs complement others in the state can help you to communicate with state agencies from their perspective. You can accomplish this by (1) offering to serve on evaluation committees for institutions similar to yours and (2) making appointments with other administrators to discuss your plans and theirs for future development.

Participate in a "Legislative Network"

You will need to stay abreast of all legislation affecting vocational education funding. A good way to keep informed of impending legislation is through maintaining active membership in the professional organizations that represent your interests, such as the American Vocational Association (AVA) and the National Council of Local Administrators (NCLA), a division of AVA. In many states, these associations have established a "legislative telephone network" to notify members of actions in the legislature. If such a network is not established, try to initiate one. At the postsecondary level, the

American Association of Community and Junior Colleges (AACJC) is a good professional association to join. Sample 12 presents a graphic overview of the structure of vocational education in the United States at the federal, state, and local levels. You should attempt to establish working relationships with as many leaders at each level as is possible in order to promote funding for vocational education.

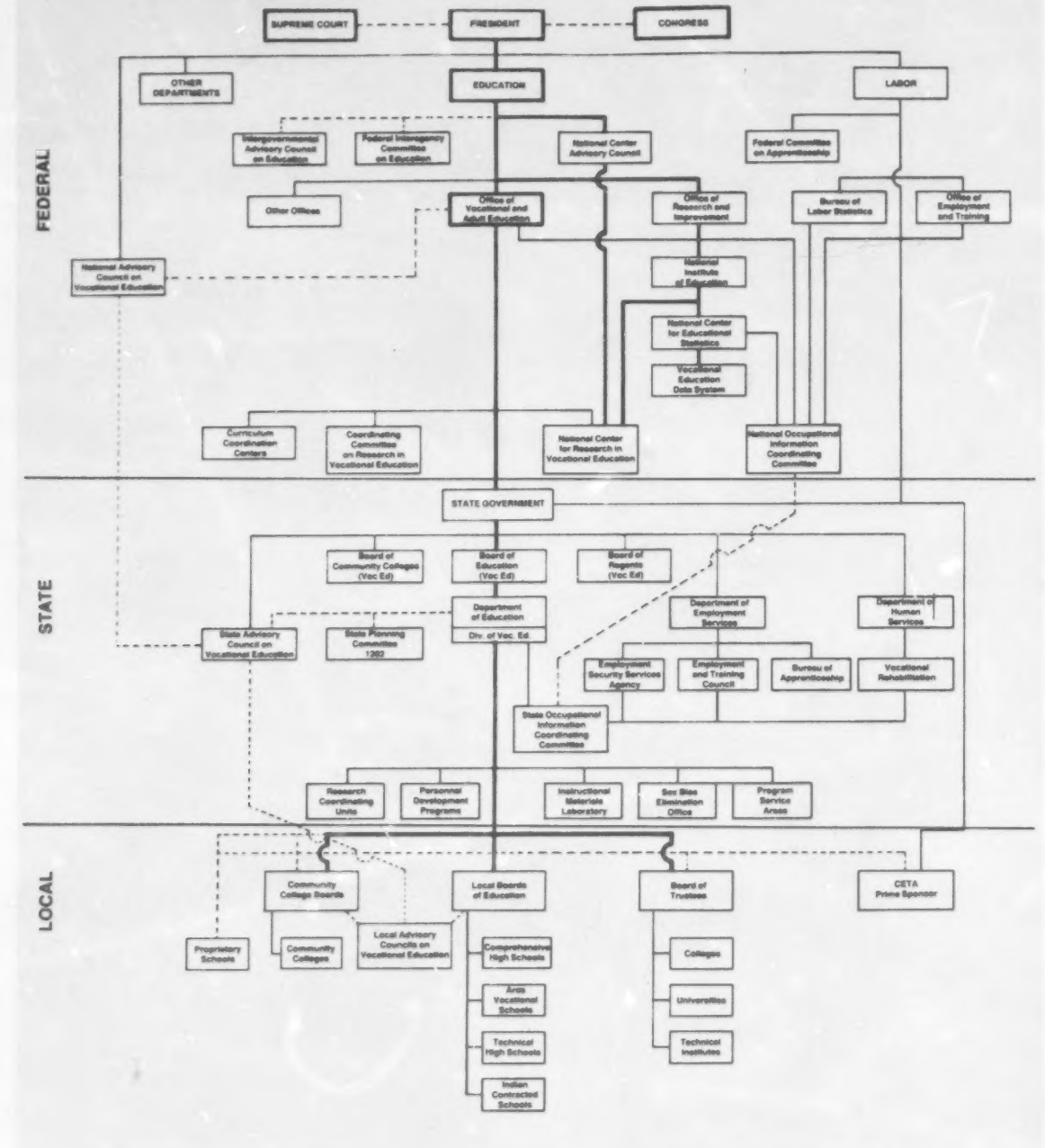
Support Your State and Federal Government Representatives

Working well with members of Congress, state legislators, commissioners, and city council members is essential if you are to be successful in promoting a healthy funding climate for vocational education. Following are some "golden rules" you will need to consider when interacting with any public official who is in a position to influence, shape, or support pertinent legislation:

1. Be fair toward public officials. With very rare exceptions, they will be honest and intelligent and will want to do the right things. Your job is to inform them of what you think is right.
2. Be objective about government and politics. They may be faulty but so is the education profession. A disdainful attitude is an expensive luxury these days. Whatever affects your business (education) is your business.
3. Be understanding. Put yourself in the public official's place. Try to understand his or her problems, outlooks, and aims. Then you are more likely to persuade him or her to do the same in understanding yours.
4. Be friendly. Do not contact public officials only when you want their help. Invite them to be guests at meetings. Take pains to keep in touch with them throughout the year--every year.
5. Be reasonable. Recognize that there are legitimate differences of opinion. Never indulge in threats or recriminations. They are confessions of weaknesses.
6. Be thoughtful. Commend the good things that public officials do. That is the way you like to be treated. Public officials will tell you that they get dozens of letters asking them to do something but very few thanking them for what they have done.
7. Be charitable in evaluating public officials for "failing" to do what you wanted. The failure may be yours if you have not done a good job in preparing, presenting, and following through on your case. In any event, a good rule of thumb is "Do not get mad--get even." Every public official knows that you will have a chance to do just that on the next election day.
8. Avoid selfish requests for special favors and exemptions. If it becomes absolutely necessary to ask for them, state the reasons frankly and clearly.

SAMPLE 12

VOCATIONAL EDUCATION IN THE UNITED STATES



9. Be constructive. You do not like to be scolded, pestered, or preached to. Neither do public officials.

10. Be cooperative. If a public official makes a reasonable request, try to comply with it. Do not back away for fear that it is a "deal" or that you are "getting into politics."

11. Be realistic. Remember that controversial legislation and regulation usually result in compromise. It has always been so, and it will always be so in a democracy.

12. Be practical. Recognize that each lawmaker has commitments and that a certain amount of vote-trading goes on in Congress and state legislatures. Do not chastise a lawmaker who normally supports you if he or she happens to vote against one of your bills. This does not necessarily mean that he or she has deserted your whole program. Give him or her the benefit of the doubt; the lawmaker will appreciate it and remember that you did. And remember that, while some votes may be firmly committed, there will be many others that can be swayed on the basis of sound arguments, properly presented.

13. Be a good opponent. Fight issues--not persons. And be ready with alternative solutions as well as with criticisms. This is constructive opposition.

14. Be informed. Never meet with public officials to advocate a position without first studying the facts and the arguments pro and con. The mere fact that you want a public official to adopt one position or another will not be enough to convince him or her. Do your homework.

15. Be trustworthy when promises are made. This is a cardinal rule of politics. If you tell a public official you will do something in exchange for a certain action taken by him or her, stick to the bargain.

16. Be faithful. Do not change horses in the middle of the stream. Never leave an official stranded out on a limb by changing your policy or position after he or she publicly stated a position that you have urged him/her to take.

17. Learn to evaluate and weigh issues. Many bills that are tossed into the hopper "by request" are never intended to become law. So, do not criticize lawmakers for the bills that are introduced, and do not call out the army until you are sure a bill is serious.

18. Be discreet. Participation in discussions about lawmakers being "bought" or "paid off" is useless. You have absolutely nothing to gain and everything to lose by doing so. Furthermore, chances are it will not be true.[9]

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9. Gene Bottoms et al., American Vocational Education Legislative Kit (Washington, DC: American Vocational Association, 1978), pp. E17-E18. Reprinted by permission.

Interact with Community Leaders

The successful administrator obtains support from business and industry and labor organizations (BIL). You can develop contacts with BIL representatives through your participation in community associations, service organizations, advisory committees, and various business associations. Through these associations, you can learn what programs and services are needed by BIL in the community. Cost-effective programs and courses can be developed and initiated through your institution. You might offer to serve as a resource person upon request.

By belonging to service organizations in the community, you may learn of local scholarships and grants that you can solicit for vocational students. Service organizations will usually give financial support to special needs students, as well as to projects for those individuals with special needs. Some service organizations have initiated annual projects to support a specific, identified population with physical handicaps. Try securing aid for your special needs students by initiating cooperation between a service organization and an agency such as the Bureau of Vocational Rehabilitation.

Do your best to support and actively participate in industrial associations, the chamber of commerce, and similar organizations that represent the manufacturing industries in the community. Programs, seminars, and workshops can be developed for particular industries. As a member of such organizations, you, along with other members, will be concerned with community needs. As you work to meet those needs, you will indirectly meet some individual business and industry needs, as well as those of vocational education.

Be sure always to contact labor organizations if you develop a program that directly or indirectly affects the union. You can offer to run training programs for the unions, which can be set up in a variety of ways. For example, a two-year Associate of Applied Science Degree in Operating Engineers might be offered and earned over a four-year period while the employee is serving an apprenticeship. In addition to helping union employees to meet licensure requirements, you can set up consulting meetings with representatives from labor and the industry for which a program is being developed. Remember, rapport with labor and industry is developed through the many community interactions previously described, not in just one meeting.

Contacts with those persons responsible for bringing new industry to your community, as well as those who maintain and expand existing business and industry, are important resource development efforts. By being available to meet with representatives from prospective new industries, you can explain how your institution can serve their needs for skilled workers with programs or courses currently offered or by developing new ones. (Most states have categorical funding for this activity. Your state vocational director can tell you who to contact and what procedures to follow in seeking support for this kind of effort.) You may want to serve as the liaison for industrial developers (business and industry) and the government (state agencies who finance and support new and expanding industries to your state).

The State Employment Services, the chamber of commerce, and other regional human resource development agencies have access to monies that may otherwise be unavailable to vocational educators. They also need training programs and will know of programs and courses that can be developed for the community. Offer to serve in an educational advisory capacity for your chamber of commerce, and at the same time, ask the advice of chamber of commerce and Employment Services personnel as you work with BIL.

In turn, representatives from business and industry, cooperating agencies, and unions can serve as resource persons, as advisory committee members, and as spokespersons for your educational institution. More important, these individuals can make positive contacts with state and federal legislators to gather support for legislation that is beneficial to the funding of your institution.

Establish a Good Management and Accountability Record

The politically smart administrator lives up to the commitments of funded proposals and projects, because accountability is imperative for continued funding or success in submitting subsequent proposals to the funding agencies. You will need to plan carefully to be sure that you can deliver the promised service. Before submitting a proposal for project funds, for example, you will need to know if the project can be continued at the local level after outside funding is depleted. Will you have adequate staffing to conduct the project? What will happen to this staff when "soft" monies are unavailable? As the administrator responsible for funded projects, you will need to determine whether the institution can provide the required matching funds and whether the project fits into and complements the institutional philosophy and goals. What are your chances for obtaining a funded proposal? With whom will you be competing for the monies? Will the dollars be available when needed for your program plans? Will you have the necessary space and equipment to initiate the project?

However, don't overcommit your time and energy to unreasonable expansion efforts. As you achieve success with small projects, expand as your credibility develops.

Above all, publicize the success of your programs to demonstrate your ability to live up to the commitments of funded proposals and projects.

Encourage Taxpayers' Support of Education

Most alternative funding resources have one problem in common: they involve soft monies. That is, they must be regarded as nonrecurring. In addition the amount of funding is difficult to predict accurately, and the funds are restricted to only certain types of expenditures and activities. As important as these resources are, it can be risky to rely on them to balance a budget or meet routine, annual operating costs. For these purposes,

most administrators still depend on the basic support provided by local and state taxes. This means, of course, that passage of local tax levies is crucial to the health of your program, and anything you can do to influence positive outcomes helps the education system as a whole.

You cannot legally spend money to influence voters, but you can do your best to "spread the word" to citizens about what is happening in your programs. Much of this will occur naturally as you move among educators, legislators, civic and BIL people, all of whom are voters.

If you are involved in planning a bond issue or tax levy voting campaign, consider the following points in developing your strategy:

- What other issues on the ballot are competing for tax monies? When faced with a choice, would voters consider the other issues more important than education? If so, perhaps the school issue should be deferred to another time.
- Which voters are you cultivating? Your issue may stand a better chance if some citizen groups do not vote. A presidential election, for example, may not be the best time to attempt passage of a school bond issue or tax levy, if a greater turnout produces more NO votes.
- If you know of a district that has passed a particularly difficult bond issue or tax levy, find out how they did it and try to organize a similar approach.

You might want to consider the following additional activities[10] that would bring you in touch with average citizens, who really form the bulk of the voting public:

- Invite citizens to attend special programs at your school or college, or just to visit and talk with instructional personnel.
- Encourage newspaper coverage of your programs. Write up success stories involving students or special outside recognition of your programs. People tend to enjoy "getting on the bandwagon" of a successful operation.
- Clarify, whenever you get a chance, the complexities of educational funding. Citizens should understand, for example, the difference between real versus assessed valuation of property for tax purposes.
- Let people know what they are getting for their money. Be prepared to compare your district tax rates and expenditures with similar districts.

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10. For more information on publicizing your programs, you may wish to refer to Promote the Vocational Education Program, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, the Ohio State University, 1981).

- Work to develop cooperative relationships among all professional and lobbying groups who have a stake in public funding for education.
- Use your advisory committee in your communication efforts.

If you are interested in learning more about the legislative process and what part you can play in it, you may wish to read one or both of the following publications written especially for educators:

- The American Vocational Association Legislative Kit by Bottoms was intended for use by AVA members in carrying out various legislative responsibilities. It is an especially useful tool in conducting legislative/political action training sessions for vocational education administrators.
- The Government Liaison Worker Handbook by Heddesheimer and Erpenback was written for guidance personnel involved in their association's legislative/political action network. It is a good general source for learning about the step-by-step procedures to be followed in shaping legislation.

You may wish to arrange through your resource person to meet with a vocational administrator experienced in the execution of successful bond issues and tax levies. Questions such as the following may be used to guide your inquiries:

- In your experience, does the timing of an issue/levy campaign affect its outcome?
- Do you find some strategies--e.g., telephoning, media coverage, door-to-door campaigning--to be more effective than others?
- Are some groups of citizens harder to persuade than others? How did you deal with this problem?
- What part did instructors and other education personnel play in the campaign? With what results?

NOTES

The following items check your comprehension of the material in the information sheet, "The Politics of Resource Development," pp. 61-69. Each of the four items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Political awareness for the administrator "begins at home." How does awareness of the governance of your institution and of state educational hierarchies help you to influence resource development for your programs?

2. Understanding the difficulties that all elected officials face in meeting their obligations is important to your effective participation in influencing legislation. What are some important things to remember in working with legislators, city council members, and others whose political decisions affect vocational education funding?

3. Why is it important to spread the "good news" of your vocational programs? What are some ways to go about doing it?

4. Name some local organizations and associations that you should be in active contact with. How can you help each other?

Compare your written responses on the "Self-Check" with the "Model Answers" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. When you are a responsible administrator with good programs and the ability to "deliver as promised," it is important for key people to be aware of these things. Board members are likely to push harder in support of your proposed budget if they know and trust you. Accrediting and other program approval bodies are more apt to approve and support programs that they have specific positive knowledge about.

   In a broad sense, the governor and your legislators hold the key to educational funding in your state. Because education commands an increasingly larger share of the state budget, educators need to lobby hard to compete with other claims on that money.

2. Legislators must weigh among many interests competing for representation, vocational education being just one. With all the issues they can choose to champion, lawmakers can overlook an issue about which they have little information, unreliable information, or whose lobbyists have no knowledge of the process or pressures of an elective official's job. If you wish to have the support of legislators, you must keep them informed and support them in the work they do.

3. Public support is the key to education finance. People pay taxes that finance education by voting for bonds and tax levies. At a time when the cost of living is rapidly increasing, getting levies passed is never easy. If voters suspect the schools are wasting money, teaching unnecessary skills, or doing anything poorly, they will register dissatisfaction at the polls. But if they know the administrator and if the programs have been widely acclaimed, voters are less likely to cut off support.

   Competition for program funds is strong. The better the program is known by those who award grants and contracts, the keener the competitive advantage.

   Ways to "spread the good news":

   - Invite people to visit your institution
   - Encourage newspaper coverage
   - Explain complexities of institution funding
   - Investigate effective ways to influence passage of levies
   - Cooperate with other professionals to support education

4. State employment service and chamber of commerce. People at these agencies know of community training programs that are needed, may have access to money, and can tell you a lot about the characteristics of the BIL community.

   Service organizations. By participating in service organizations, you can get to know BIL and civic leaders, let them know what is going on in your programs, and help them with their training and work force needs. Your students may qualify to receive grants and scholarships awarded by service organizations. Special needs students can benefit from cooperative arrangements between service organizations and other service providers such as vocational rehabilitation.

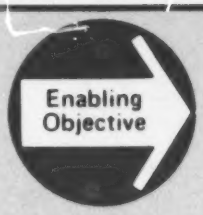
   Industrial development people. Industry can be encouraged to relocate and expand in your community if you can assure them of a trained work force.

   Local community and BIL leaders. These persons can reinforce the administrator's good reputation on the state level, as well as serve in an advisory capacity on school or college occupational committees.

Level of Performance: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any other points you made, review the material in the information sheet, "The Politics of Resource Development," pp. 61-69, or check with your resource person if necessary.

Learning Experience IV

OVERVIEW



Given an actual secondary/postsecondary situation, develop a resource development plan to influence traditional funding mechanisms and to identify alternative ones.

NOTE: The next activity involves an interview with an administrator of an actual secondary/postsecondary institution. If an administrator is not available to you, proceed directly to the explanation of the alternate activity.

You will be arranging, with the approval of your resource person, to interview an experienced postsecondary/secondary administrator to learn about the funding environment and dynamics of the given program or institution. Your resource person may arrange for you and your peers to meet and conduct this interview as a group.

You will be reviewing pertinent funding documents--such as accountability, program evaluation, budget, and planning reports--to learn about the funding environment and dynamics of a given secondary/postsecondary institution.

continued

Based on information obtained in the interview or through a review of documents, you will be developing a case study of the given institution, which will include plans for influencing traditional funding mechanisms and for developing alternate ones for the given program or institution.

Your completed case study will be evaluated by your resource person, using the "Resource Development Checklist," pp. 81-82.

Activity

Arrange through your resource person to meet with and interview an experienced secondary/postsecondary administrator. Your resource person may arrange for you to interview the administrator individually or with a group of peers. Use the following "Interview Guide" to structure your questions and record answers relating to the funding dynamics of the given institution.

INTERVIEW GUIDE

1. Institutional Setting

   a. Type (e.g., postsecondary, urban/rural)

   b. Mission
      - Similar to others in the area or unique?
      - Population served?

   c. Governance
      - Who approves new programs and funding applications?

   d. Nature and history of community support and involvement

2. Current Institutional/Program Funding

   a. State foundation money
      - Percentage of total revenues?
      - What does it pay for?
      - How is it calculated?
      - How stable is it?

   b. Federal money (vocational education, ESEA, CETA discretionary monies)
      - Percentage of total revenues?
      - What does it pay for?
      - How is it calculated?
      - How reliable is it?

   c. Local taxes
      - Percentage of total revenues?
      - Wealth of district?
      - Tax rate and revenues compared to other districts?

d. Fees, tuition, other charges
   - Percentage of total revenues?
   - What does it pay for?
   - How is it calculated?
   - How reliable is it?

e. Indebtedness of district
   - Type?
   - Amount?

f. Alternate funds
   - Locally applied for federal grants?
   - Locally applied for private grants?
   - Loans, scholarships, cooperative agencies, profits, rentals, others?
   - Percentage of total revenues?
   - How reliable are they?

3. Additional Funding Needs

a. Buildings and other permanent improvements
   - How much and when?

b. Equipment and supplies
   - How much and when?

c. Basic operating
   - How much and when?

d. New program support
   - How much and when?

e. Program improvement and continuation
   - How much and when?

4. Influencing Traditional Funding--Administrator Activities

a. Present/past activities
   - Budget constraints?
   - Compliance regulations for categorical funds?

- Political support and activity (professional organizations, writing legislation, community involvement, publicizing programs)?
- Seeking out and applying for state funds?

b. Future planned activities, opportunities

c. Limitations on administrator's scope of influence

5. Developing Alternative Funding Sources--Administrator Activities

a. Present activities
   - Initiatives (e.g., business, industry, labor foundations)?
   - Results?

b. Future plans

c. Limitations on alternative fund raising

d. Staying abreast of funding opportunities

Review pertinent funding documents such as accountability, program evaluation, budget, and planning reports. Use the preceding "Interview Guide" to structure your review and to record answers relating to the funding dynamics of the given secondary/postsecondary institution.

Based on the information you obtained from the administrator interview or review of funding documents, write a case study of the given institution. Develop your case study according to the following outline:

- Institutional setting
- Current funding sources
- Additional funding needed
- Administrator's report of past, present, and planned activities in resource development

In the last section of the case study, suggest practical recommendations and strategies for the following:

- Influencing traditional funding mechanisms
- Developing alternative funding sources

Justify your suggested strategies and recommendations in the context of the given secondary and postsecondary setting and include references to specific funding sources appropriate to the given institution.

After you have completed your case study, arrange to have your resource person review and evaluate your work. Give him/her the "Resource Development Checklist," pp. 81-82, to use in evaluating your work.

Name _____

Date _____

RESOURCE DEVELOPMENT CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. A complete description of the given institution's setting and present funding sources was provided in items #1 and #2 of the worksheet, including:				
a. type and mission of the institution.....	☐	☐	☐	☐
b. governance (who approves new programs and funding).	☐	☐	☐	☐
c. community support and involvement.....	☐	☐	☐	☐
d. traditional funding (state, federal, taxes, tuition, indebtedness).....	☐	☐	☐	☐
e. alternative funds.....	☐	☐	☐	☐
2. The report of future financial needs included how much and when money would be needed for the following areas:				
a. permanent improvements.....	☐	☐	☐	☐
b. equipment and supplies.....	☐	☐	☐	☐
c. basic operating expenses.....	☐	☐	☐	☐
d. new program support.....	☐	☐	☐	☐
e. program improvement and continuation.....	☐	☐	☐	☐

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
3. The administrator's past, present, and planned resource development activities were discussed, including:				
a. limitations in influencing traditional resources...	☐	☐	☐	☐
b. successful activities leading to more favorable resource allocation.....	☐	☐	☐	☐
c. successes and limitations involved in developing alternative funding sources.....	☐	☐	☐	☐
4. Strategies and recommendations for resource development were presented, including:				
a. suggestions that were practical, considering administrative roles and responsibilities.....	☐	☐	☐	☐
b. suggestions that included specific references to sources of funds appropriate to the program or institution.....	☐	☐	☐	☐
c. suggestions that reflected the type and purpose of the institution.....	☐	☐	☐	☐
d. suggestions that reflected legal, time, policy, and other constraints reported by the administrator....	☐	☐	☐	☐
e. suggestions that incorporated other planning, budget, and evaluation data available.....	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the administrator and resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

Learning Experience V

FINAL EXPERIENCE

While working in an actual administrative situation, identify financial resources for vocational education.*

As part of your administrative responsibility, identify financial resources for vocational education. This will include--

- identifying how existing funding sources affect the program/institution
- influencing traditional funding resources to benefit the vocational education program/institution
- identifying alternative funding sources

NOTE: Due to the nature of this experience, you will need to have access to an actual administrative situation over an extended period of time.

As you complete each of the above activities, document your activities (in writing, on tape, through a log) for assessment purposes.

continued

*If you are not currently working in an actual administrative situation, this learning experience may be deferred, with the approval of your resource person, until you have access to an actual administrative situation.

FINAL EXPERIENCE continued

Arrange to have your resource person review any products (e.g., resource development plans, lists of foundation names and addresses) produced under your leadership, and the documentation of your activities.

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 85-86.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in identifying financial resources for vocational education.

Name _____

Date _____

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Identify Financial Resources for Vocational Education

Directions: Indicate the level of the administrator's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In identifying how existing funding sources affect the program/institution, the administrator:						
1. checked financing questions against state laws.	☐	☐	☐	☐	☐	☐
2. demonstrated knowledge of formulas for the allocation of state foundation and categorical funds.....	☐	☐	☐	☐	☐	☐
3. determined legal procedures and the timetable for proposing, amending, publicizing, submitting for hearings, and adopting budgets.....	☐	☐	☐	☐	☐	☐
4. demonstrated knowledge of local tax/bond issues.....	☐	☐	☐	☐	☐	☐
In influencing traditional funding resources for the program/institution, the administrator:						
5. stayed in close touch with SEA personnel responsible for program funding announcements..	☐	☐	☐	☐	☐	☐
6. developed working relationships with federal and state legislators.....	☐	☐	☐	☐	☐	☐
7. promoted vocational education locally through involvement in civic affairs.....	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
8. worked with other educators and lobbies to support educational legislation, bonds, and levies.....	☐	☐	☐	☐	☐	☐
9. demonstrated professionalism and accountability.....	☐	☐	☐	☐	☐	☐
<u>In identifying alternative funding sources, the administrator:</u>						
10. maintained a resource file of people and institutions to contact for funding information.....	☐	☐	☐	☐	☐	☐
11. involved staff in the resource development planning process.....	☐	☐	☐	☐	☐	☐
12. kept abreast of government and foundation grants that can be applied for directly.....	☐	☐	☐	☐	☐	☐
13. developed creative funding ideas within the constraints of the institutional goals and governance.....	☐	☐	☐	☐	☐	☐
14. pursued multiple contacts with BIL and other civic leaders with whom funding relationships might develop in the context of community development.....	☐	☐	☐	☐	☐	☐

<u>Level of Performance:</u> All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

Additional Recommended References

Flentje, Edward H., and Sample, Steven B. "Statewide Reallocation Through Program Priorities." *Educational Record* (Summer 1973): 175-190.

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Gibson, John T. *Financing Education*. Lanham, MD: University Press of America, 1981.

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Hudgins, H.C., Jr., and Vacca, Richard S. *Law and Education: Contemporary Issues and Court Decisions*. Charlottesville, VA: Michie Bobbs-Merrill Law Publishing, 1979.

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Mayhew, Lewis B., ed. *Educational Leadership and Declining Enrollment*. Berkeley, CA: McCutchan Publishing Corporation, 1974.

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Competency-Based Administrator Education Materials

LEADERSHIP & TRAINING (LT) SERIES

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- LT-D-2 Supervise Vocational Education Personnel
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- LT-D-4 Manage School Personnel Affairs

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- LT-I-2 Use Inquiry Skills to Help Improve Vocational Education Programs

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- Guide to Vocational-Technical Education Program Alternatives: Secondary and Postsecondary—An Introduction
- Guide to Using Competency-Based Vocational Education Administrator Materials
- Resource Person's Guide to Implementing Competency-Based Administrator Education Concepts and Materials
- An Introduction to Competency-Based Administrator Education (slide/audiotape)

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

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